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ABSTRACT

This handbook is a supplement to district-developed kindergarten teaching guides in Arizona. The history of kindergarten in the U.S. and Arizona and Arizona laws and regulations pertaining to kindergarten are related in the first section of the handbook. Subsequent sections offer basic information on: (1) children's intellectual, social/emotional, and physical characteristics, and special requirements of the exceptional and bilingual-bicultural child; (2) the teacher's role as learning facilitator, and his duties in planning, recordkeeping, and assessment; and (3) the parents' role. The largest section deals with the kindergarten curriculum. Educational approaches, facility requirements, and learning center characteristics are described. Kindergarten curriculum areas are discussed along with some basic program and activity suggestions for language arts, social studies, mathematics, science, art, music, health and safety, and physical education. Included among suggested supplementary classroom resources are listed of equipment and materials, books for kindergerteners, and films for teachers and parents. Appendices include a list of kindergarten tests, information on exceptional children and teacher certification, and samples of progress reports, rating forms, floor plans, schedules and lesson plans. Suggested reading lists are offered throughout the handbook. (ED)

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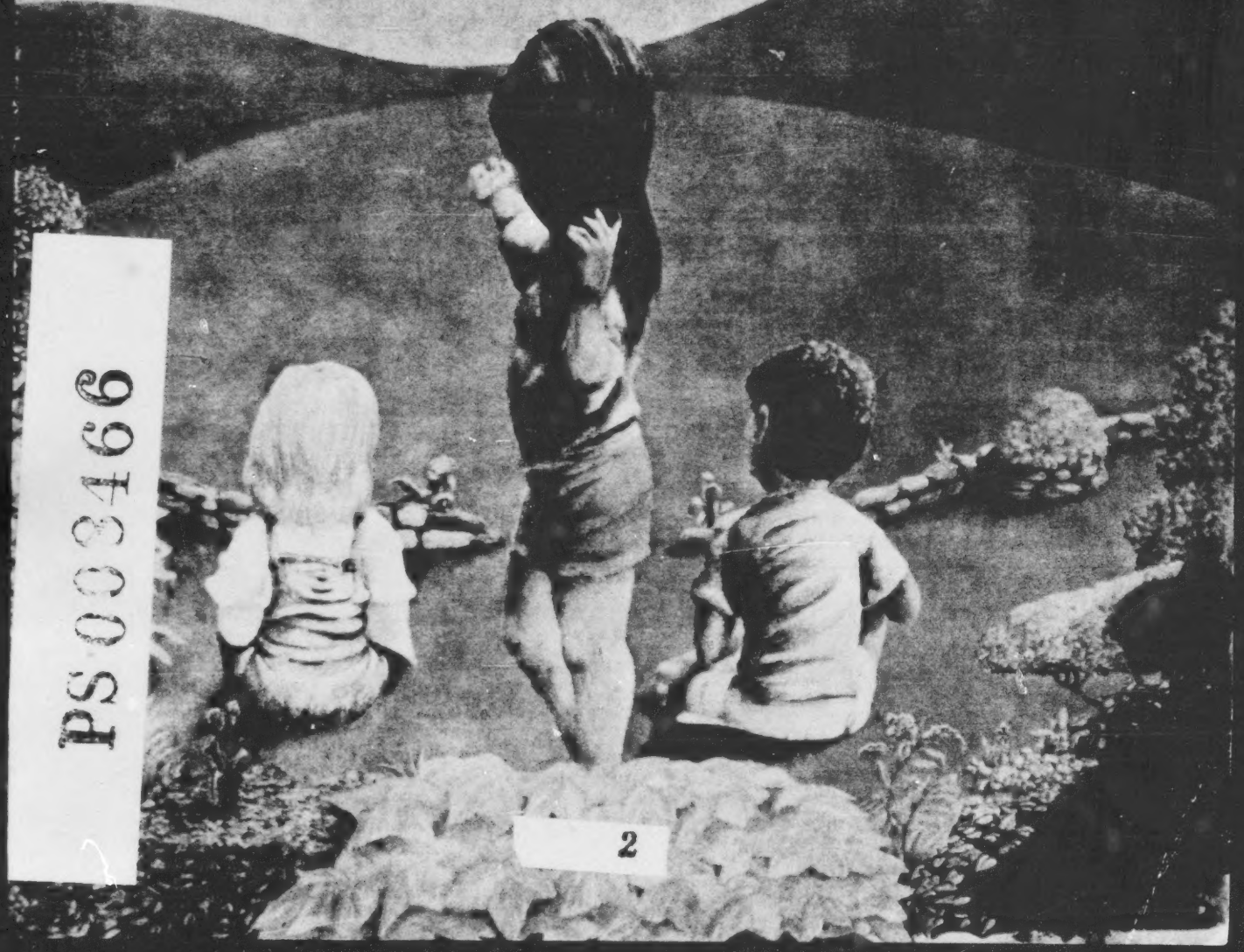

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KINDERGARTEN
IN
ARIZONA

A Supplementary Handbook
for Kindergarten Teachers

Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

September, 1974

FOREWORD

The total development of each child is enhanced through a successful experience in living and learning during the kindergarten year.

A pattern of success-oriented education in Arizona schools may well begin with a good kindergarten program. A successful experience during the kindergarten year may set the tone for the child's future educational experiences. Therefore, it is of utmost importance that every effort be made to assist the child in maintaining or developing a positive self-image and a positive attitude toward learning. It is equally important to involve the parents in this educational experience as well as to coordinate the kindergarten year with the ensuing years in education.

The Arizona Department of Education is pleased to present this kindergarten handbook as a supplement to district-developed guides.

W. P. Shofstall, Ph.D.
Superintendent of Public Instruction
September, 1974

ACKNOWLEDGMENTS

In 1971, the State of Arizona enacted legislation for the establishment of mandatory, state-supported kindergartens in all public school districts.

As school districts have taken steps to establish kindergarten programs, to design minimum objectives for kindergarten students, and to develop kindergarten (or K-3) curriculum guides, requests have been received for a general resource manual. This publication has been developed in response to those requests.

It is hoped that this handbook will provide a general framework or background that will serve as a tool for school personnel in building and revising programs adapted to their own needs.

Special acknowledgment is given for the invaluable cooperation and input contributed by the technical review committee and the consultant staff of the Arizona Department of Education, especially Dr. Mary Jo Livix, Deputy Associate Superintendent, and Mrs. Bea Bates, Early Childhood Education Specialist. Of particular note are the contributions of Mrs. Joy Ross, contracted consultant to the Department of Education, who prepared much of the material, and the following kindergarten teachers who reviewed the material: Mrs. Margaret McNevins, Salt River Day School; Mrs. Mary Ann Orlich, Santa Clara Elementary School, Tucson; Mrs. Barbara Smith, Tonto School, Scottsdale; Mrs. Sharon Thorne, Catalina School, Alhambra District, Phoenix; and Mrs. Kay Treece, Sechrist School, Flagstaff. Photographs for the document are chiefly the work of Robert B. Ross; cover design and some photographs are the work of Arizona Department of Education staff.

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HISTORY

HISTORY

Frederich Froebel is considered to be the "father of the kindergarten." He established the first kindergarten for children between three and six years of age in Blankenburg, Germany, in 1837. Froebel's stated purpose was ". . .to give young children employment suited to their nature, strengthen their bodies, exercise their senses, employ their waking, make them acquainted judiciously with nature and society, cultivate especially the heart and temper, and lead them to the foundation of all living—to unify with themselves."

The first kindergarten in the United States was patterned after Froebel's and was established in Watertown, Wisconsin, in 1856 by Mrs. Margarethe Meyer Schurz. In 1860, a kindergarten to provide services for the wealthy and for immigrant laborers was established in Boston, Massachusetts, by Elizabeth Peabody. Soon the need was felt for the establishment of public school kindergartens available to children of all social and economic levels, and a major change in public education was underway.

The first public school to provide kindergartens was the St. Louis, Missouri, school system in 1873. From these beginnings, early childhood education has flourished throughout the United States.

Arizona educators recognized the need for kindergartens at an early date. Globe School District organized the first kindergarten program in the state in 1892, and several years later Prescott and Tucson established kindergartens. In the light of this state activity and in conjunction with the national trend, the Arizona Territorial Legislature passed permissive legislation in 1901 granting school districts authority to organize kindergartens. The ensuing programs were district supported until 1971 when legislation providing for mandatory state-supported kindergartens in all public schools was enacted.

Arizona Laws and Regulations

The following informational material is quoted directly from Arizona Revised Statutes (ARS), Title 15: Education, and State Board of Education (SBE) Regulations.

ARS 15-102. POWERS AND DUTIES

The state board of education shall:

Prescribe a list of optional subjects to be taught in all common schools. The list shall include manual training, household economics, kindergarten and such other subjects as the board determines.

ARS 15-448. KINDERGARTENS AND SPECIAL DEPARTMENTS; SPECIAL TEACHERS

A. The board of trustees may:

1. Establish departments of manual training and household economics.
2. Either by itself or in cooperation with another district or districts establish departments for the education and improvement of students afflicted with specific learning disabilities and purchase the necessary supplies for such departments.
3. Employ special teachers in drawing, music, domestic science, manual training, kindergarten, commercial work, agriculture and other special subjects.

B. Such program under subsection A of this section, shall conform to conditions and standards formulated by the board of directors of the Arizona school for the deaf and blind and approved by the state board of education.

C. Each common school district shall establish a kindergarten program, unless the governing body of such common school district files an exemption claim with the state department of education. A district is exempt from establishing a kindergarten program if it files, with the state department of education, an exemption claim which states that the establishment of kindergarten will interfere with the work of, or maintenance of efficiency in, the grades and that the kindergarten is not in the best interests of the district.

D. For the purpose of maintaining a kindergarten program a common school district board may rent or lease such buildings as may be necessary as provided by law. As amended, Laws 1972, Ch. 161.

ARS 15-302. ADMISSION OF PUPILS; DEFINING SIX YEARS OF AGE; RESIDENTS; NON-RESIDENTS; TUITION; EXCLUSION OF CERTAIN CHILDREN

A. All schools other than high schools and evening or night schools shall, unless otherwise provided by law, admit children between the ages of six and twenty-one years who reside in the district. A child shall be deemed six years of age if he will reach such age prior to January 1 of the current school year. If a kindergarten is maintained, a child shall be deemed five years of age and eligible for admission to kindergarten if he will reach such age prior to January 1 of the current school year.

ARS 15-1212. APPORTIONMENT OF FUNDS

A. The board shall apportion state aid from the state school fund to the several counties on the basis of state aid entitlement for the common and high schools in each county. No allowance shall be made for nonresident alien children, nor for wards of the United States for whom tuition is paid, but attendance of a student in a school of a county adjoining the county of his residence, whether within or without the state, under a certificate of education convenience as provided by section 15-304, shall be deemed to be membership in the school of the county or district of his residence.

B. Apportionments shall be made as follows:

1. On July 15, one-twelfth of the total amount to be apportioned during the fiscal year.
2. On September 15, one-twelfth of the total amount to be apportioned during the fiscal year.
3. On October 15, one-twelfth of the total amount to be apportioned during the fiscal year.
4. On December 15, one-twelfth of the total amount to be apportioned during the fiscal year.
5. On January 15, one-twelfth of the total amount to be apportioned during the fiscal year.
6. On February 15, one-twelfth of the total amount to be apportioned during the fiscal year.
7. On March 15, one-twelfth of the total amount to be apportioned during the fiscal year.

8. On April 15, one-sixth of the total amount to be apportioned during the fiscal year.
9. On May 15, one-sixth of the total amount to be apportioned during the fiscal year.
10. On June 15, one-twelfth of the total amount to be apportioned during the fiscal year.

The superintendent of public instruction shall furnish the treasurer and the school superintendent of each county an abstract of the apportionment, and shall certify the apportionment to the division of finance, which shall draw its warrant in favor of the county treasurer of each county for the amount apportioned thereto. Upon receipt of the warrant the county treasurer shall notify the county superintendent of the amount thereof, together with any other monies standing to the credit of such district in the county school fund.

C. As used in this title:

1. "Common school" means kindergarten and the first to eighth grades inclusive.
2. "High school" means the ninth to twelfth grades inclusive.
3. "Night school" means a school operated at hours other than those during which the regular school is in session. For each student who attends and satisfactorily completes a specific course, the district shall be reimbursed by the state in the amount of ten dollars for each course satisfactorily completed.
4. "Daily attendance" means:
   (a) For common schools, days in which a pupil:
      (i) Of the kindergarten attends a minimum of one hundred twenty minutes but such attendance shall be counted as one-half day's attendance.

State Board Regulations (Policy Handbook)

Kindergarten Subjects

The State Board of Education requires that each common school district having a kindergarten program include three subjects out of the prescribed list of subjects to be taught for common schools and that Reading including Phonics be one of the three required. The Kindergarten Program shall be addressed to Readiness for all subjects taught in the primary grades.

Policies of the State Board of Education re Subject Areas

(1) Subjects to be Taught and Optional Subjects to be Taught

The State Board of Education, in order to comply with ARS 15-102.16 and 17, hereby prescribes the subjects to be taught and optional subjects to be taught. The subjects of world history, geography, Arizona history and constitution, American history and civics (U.S. Constitution) may be combined into social studies and the subjects reading (including phonics), spelling, handwriting, and language may be combined into language arts provided that the minimum course content of each subject is included in the single instructional program adopted. If the textbook or instructional program adopted is one which does not include one of the required subject areas, a separate textbook or program shall be adopted for that specific subject area.

Subjects to be Taught	Years Taught	Optional Subjects
Arithmetic	1-8	Manual Training (statutory)
*Geography	1-8	Household Economics (statutory)
*World History	1-8	Arts and Crafts
*/**Ariz. History & Constitution	7-8	Band
*/**American History	7-8	Chorus
*/**Civics (U.S. Constitution)	7-8	Foreign Language
***Handwriting	1-8	Journalism
***Language	1-8	Physical Education
***Reading (including phonics)	K-8	Typing
***Spelling	1-8	Drama
Literature	6-8	
Health	1-8	
Science	1-8	
Music	1-8	

*These subjects may be combined into Social Studies.
**These subjects are required by ARS 15-1021 to be taught at least one year in the grammar school.
***These subjects may be combined into Language Arts.

The official list of State Adopted Kindergarten Programs for 1972-78 includes materials from the following categories:

Assessment
Attitudes and Values
Careers
Comprehensive Program
Coordination and Perception
English as a Second Language
Health and Safety
Implementation
Language Arts
Manipulatives
Mathematics
Music
Science
Social Studies
Reading
Teacher Resource Books

THE CHILD

THE CHILD

Children entering kindergarten exhibit wide variations in abilities and experiences. Although no child is exactly like any other child, most children go through somewhat similar stages of development. Characteristics common to most kindergarten children may be considered in three categories: intellectual, social/emotional, and physical.

Intellectual Characteristics

As a rule, kindergarten children:

1. learn through experience by observing, imitating, examining, questioning, and manipulating.

2. are eager for information; are intensely interested in animals, plants, and the world around them.

3. like to create; enjoy make-believe, sometimes confusing fact with fiction.

4. learn relationships through construction, music, dramatics, and art; like to draw objects and explain them.

5. like to tell stories in detail; like stories and books; like to solve simple problems; like numbers and printed symbols.

Educational activities directed toward intellectual development may include opportunities to:

1. express orally by sharing experiences, increasing vocabulary, reciting poetry and songs, participating in dramatic play.

2. develop listening skills by following directions, by hearing stories, poetry, and music; by practicing communication with others.

3. build thinking skills through experimentation and manipulation; experience aesthetic satisfaction; develop ability to plan and evaluate; explore the natural sciences and the world around them.

Social/Emotional Characteristics

As a rule, kindergarten children:

1. enjoy talking and are self-centered.

2. work and play better in small groups than in large groups; enjoy and seek companionship with other children.

3. need attention, praise, affection, encouragement, approval, and a sense of belonging; need reasonable freedom, a fairly predictable environment, and definite standards.

4. need adult guidance in learning appropriate group behavior; need a feeling of routine and consistent direction.

Educational activities directed toward social/emotional development may include opportunities to:

1. share, take turns, interact with others; play games without strong competition; participate in group planning in a friendly atmosphere.

2. gain peer acceptance and a positive self-image through successful experiences; experience joy and relaxation from self-expression and from physical activity; develop a sense of humor; solve own problems; develop self-confidence.

3. respect rules and rights of others; discuss and practice social skills—politeness, orderliness, thoughtfulness.

4. accept guidance and authority; learn from the group and individuals.

Physical Characteristics

As a rule, kindergarten children:

1. are active, but tire easily.

2. have need for frequent activity change; have short attention spans.

3. have developed eye, hand, and foot dominance; have good large muscle control—small muscles less developed.

4. are still developing speech patterns.

Educational activities directed toward physical development may include opportunities to:

1. participate in vigorous physical activity; move freely.

2. alternate active periods with some type of quiet period.

3. use large toys, crayons, and other materials.

4. hear good speech; speak before the group; sing.

5. practice buttoning, tying, lacing, zipping.

6. develop a sense of rhythm through rhythmic games, hopping, running, skipping, clapping, and balancing.

7. develop muscular control and coordination by folding, cutting, pasting, and painting.

The Exceptional Child

The Arizona Revised Statutes define an exceptional child as a gifted or a handicapped child. Specific definitions are found in Appendix A. For teaching purposes, it is necessary to have

a clear understanding of the characteristics of each category—not for the purpose of labeling, but for understanding and planning constructive activities that will enable the child to have successful school experiences.

At early ages, potentially handicapping conditions may appear to be a developmental lag, a lack of experience, or a social problem. The kindergarten teacher's recognition of the child who cannot do the prescribed activities signals the need to identify causes. Careful observation of the child may give clues for supplying correctional learning activities. Interpreting to the parents the procedures for cutting, coloring, matching, verbalizing, socializing may further provide avenues of practice for the child. When, however, through diagnostic teaching, observation, and planned remedial activities, the child is unable to succeed, it is essential that an appropriate referral be made through a professional who can assist in determining how to best teach the child.

The kindergarten teacher may be the first professional educator to come in contact with the child who has special needs. The teacher's perception of the child's needs and the ability to integrate the child into the normal learning activities are key factors in providing for the education of the exceptional child. Gifted and handicapped alike need early identification.

A child with a diagnosed handicap may require additional time to complete a task and special equipment to do the task. He will need to feel a part of the regular class and need to participate to the best of his ability in class activities. Other children in the class will need to understand the circumstances of the condition in order to work constructively in a supportive effort to assist him. Too frequently, children with special needs are overprotected by classmates who do too much for them or conversely are neglectful.

It is through the eyes of the kindergarten teacher that others may know this child. If the teacher sees the child with special needs as clumsy, disruptive, unable to achieve, and too demanding of teacher time, this same misunderstanding is likely to be shared by other children within the class. If the teacher sees the child as challenging and capable of contributing, others may be convinced of this as well. Many handicapping conditions are reversible. The earlier the diagnosis, the better the chances for remedial activities that will make a difference.

The Bilingual-Bicultural Child and the Teacher

Arizona's unique location in the Southwest provides a rich cultural heritage from varied racial-ethnic populations. Arizona's schools should encourage understanding of the contrasting cultural characteristics of each of these populations. The bilingual-bicultural children in the classroom should be able to retain and continue to grow with the natural, stabilizing values and traditions of their own culture, while learning about others.

The teacher challenged with one or many bilingual-bicultural children in the classroom should be knowledgeable about the respective culture(s). To become knowledgeable about a culture requires an understanding of the values, habits, and background of its people, perhaps best attained through participation in community activities as well as through formal study.

The teacher in a bilingual-bicultural community needs to be knowledgeable about services, resources, and materials available to meet the needs of children. The following selected lists may be helpful.

SOURCES OF INFORMATION

Amigo Enterprises, Box 427, Mission, Texas 78572

Association for Childhood Education International, 3615 Wisconsin Avenue, NW., Washington, D.C. 20016

Bilingual-Bicultural Education Program, California State University at Fullerton, 800 N. State College Blvd., Fullerton, California 92634

Border Regional Library Association, University of Texas at El Paso Library, El Paso, Texas 79968

Calexico Intercultural Design, ESEA Title VII Bilingual Project, Calexico Unified School District, P.O. Box 792, Calexico, California 92231

Dissemination Center for Bilingual-Bicultural Education, 6500 Tractor Lane, Austin, Texas 78721, (512) 926-8080

Multi-cultural Resources, P.O. Box 2945, Stanford, California 94305

National Audiovisual Center, General Services Administration, National Archives and Records Service, Foreign Service Institute of the Department of State, Washington, D.C. 20409

National Indian Training Center, Professional Library, P.O. Box 66, Brigham City, Utah 84302

Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona 86503

Teachers of English to Speakers of Other Languages (TESOL), 455 Nevils Bldg., Georgetown University, Washington, D.C. 10007

U.S. Bureau of Indian Affairs, Office of Educational Programs, P.O. Box 1788, Albuquerque, New Mexico 87103

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THE TEACHER

THE TEACHER

Facilitating Learning

A successful kindergarten teacher loves children. This love, expressed with respect, warmth, compassion, understanding, and enthusiasm, establishes a sound relationship between the teacher and each child. Such a relationship is an important element of the kindergarten program. Establishing an atmosphere of security and acceptance for the child enables the teacher to:

1. expose the child to an environment conducive to learning.
2. select and direct experiences to foster the child's total development.

As a professional, the kindergarten teacher maintains continuous growth by:

1. participating actively in relevant professional organizations or activities.
2. reading professional periodicals, books, and other pertinent materials.
3. working cooperatively with others in the school environment.

Planning

Planning is the result of perceptive observation and understanding of children. Observations of the personal, physical, and mental characteristics as well as the interest and language and behavior patterns of children provide data for assessing the needs of children.

Planning should be based on long-range goals. Goals should be supported with both long- and short-range objectives. Activities can then be planned, and materials and teaching procedures selected in order to meet the individual needs of children.

Record Keeping and Assessment

Each school district establishes its own requirements for the recording of information in cumulative folders. These usually provide the following types of information:

1. Information forms

   Name, address, and telephone number, parents' names, parents' place of employment, number of siblings.

2. Health forms

   Including doctor's name and telephone number.

3. Preschool data

Continuous evaluation and assessment are necessary for effective planning and implementation. The teacher may use anecdotal records and checklists as procedures in assessing each child's progress. Such assessments, when effectively maintained during the year, serve as tools for evaluation, planning, and parent conferences.

Tests can be used in conjunction with other evaluation techniques for assessing children's growth and for identifying their needs. Since many types of tests are not appropriate for young children, they must be carefully constructed or selected so that they will measure children's progress toward preestablished goals. When using the tests with individual children, it is important to interpret the results in the context of other evidences derived from observation, conferences, and records. Informal teacher-made tests are often adequate. However, at times commercial (standardized) tests are needed. A list of tests is included in Appendix B.

Procedures for communicating pupil progress to parents are also established by individual school districts. Examples of progress reports may be found in Appendix B.

Certification Requirements

Requirements for an Arizona teaching certificate for teaching kindergarten are shown in Appendix A.

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THE PARENT

THE PARENT

Parents' interest in their children's school progress is at its highest during the early school years. Positive parental attitudes about school and education are vital to each child's success. Parents are potential teachers, friends, and resource people to the kindergarten teacher and the class.

The effective teacher recognizes the value of working closely with parents in a variety of ways during this important time of their child's school career. Teacher-parent communication in an atmosphere of openness, friendliness, and mutual concern can be instrumental in promoting and maintaining positive, supportive parental involvement. Communication may be encouraged through:

1. Informal meetings for parents and teachers.
2. Scheduled conferences.
3. Telephone calls arranged in advance.
4. Home visits arranged in advance.
5. School visitations by parents.
6. Published handbook containing information about schedules, activities, and programs.
7. Workshops or training programs for parents.
8. Kindergarten bulletin or newsletter describing activities.

The newsletter could include helpful suggestions for the new kindergarten parent, such as the following list:

"Help Your Kindergartner By:"

1. Teaching the child the route to and from school.
2. Putting name tags on the child's clothing and belongings.
3. Providing well-balanced meals and adequate sleep.
4. Providing suitable and comfortable clothing which the child can easily manage alone.
5. Helping the child learn his name, address, and telephone number.
6. Showing interest in the child's work.
7. Helping the child establish good attendance habits.
8. Helping the child get to school on time.
9. Sending a note to the teacher when special attention is needed.
10. Reading and telling stories to the child.
11. Giving the child special tasks at home.
12. Talking with the child about in-school activities as well as out-of-school interests.
13. Selecting appropriate television and radio programs for the child.
14. Taking part in various school activities such as class trips, parties, parent classes, clubs, or PTA.

As parents accept their role in the school and the classroom, they learn more about child growth and development, more about meeting the educational needs of children, and they become more supportive of the teacher and the school program. Examples of activities in which parents may participate include:

1. Assisting as room mothers or as volunteer aides in the classroom.
2. Contributing particular talents or skills with a special class activity.

3. Serving as a resource person—such as a parent whose career is as a policeman, a professional musician, a storekeeper, a fireman, a doctor, etc.
4. Assisting in securing necessary equipment or supplies for projects.
5. Sharing home or yard for the culmination of a walk.
6. Assisting with eye or other health examinations.
7. Caring for school animals (weekends and holidays).
8. Shopping for items for the school.
9. Organizing and running a parents' library.
10. Writing invitations or telephoning other parents for special projects.
11. Caring, maintaining, repairing, and building equipment.

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THE CURRICULUM

THE CURRICULUM

Approaches

Early childhood education has received a renewed surge of interest from educators and lay persons in recent years which has led to a multitude of ideas as to suitable methods for educating young children. New and renewed curriculum approaches have grown out of attempts to apply various child development theories in meeting the needs of specific disadvantaged groups.

These curriculum approaches provide choices to use within the generally accepted framework of kindergarten programs. To build a kindergarten program which will meet the current needs, the selection of applicable concepts from various curriculum approaches may best serve the interest of young children. Some curriculum approaches which are receiving emphasis are:

1. Child Development Model[1]

   This model has been the basis for most middle-class preschools. It emphasizes broad development of the child; and, as in programs for the disadvantaged (such as Head Start), is expanded to include social and health services within the school and for the families.

2. Verbal-Cognitive Model[2]

   The verbal-cognitive model is based on the Perry Preschool Project. It emphasizes teacher-directed activities, requiring frequent questioning from the teacher and responses from the children.

3. Verbal-Didactic Model[3]

   The verbal-didactic model is based on the Bereither-Engelmann theories. It focuses strictly on small group learning in three areas—reading, language skills, and arithmetic.

4. Sensory-Cognitive Model[4]

   This model is based on the Montessori method. It provides for highly individualized learning tasks in a prepared environment.

5. Motor-Sensory Model

   The motor-sensory model, exemplified by the Frostig Model and the Kephart Program, emphasizes training in specific motor abilities.

[1]Mayer, Rochelle Selbert, "A Comparative Analysis of Preschool Curriculum Models," in *AS THE TWIG IS BENT: READINGS IN EARLY CHILDHOOD EDUCATION.* Edited by Anderson, Jack, and Harold G. Shane, Boston: Houghton-Mifflin Co., 1971, page 269-314. Only the model names are quoted from this article.

[2]Ibid.

[3]Ibid.

[4]Ibid.

The kindergarten curriculum is usually a core curriculum—interrelating all experiences and subject areas. A well-planned curriculum allows for flexibility and breadth in providing for individual differences of children while considering that which is significant in curriculum content. When organizing the curriculum, experiences should be planned which provide opportunities for children to make choices and to work and play at their best level of understanding.

Schedules for the kindergarten day will vary according to needs of children, school requirements, and facilities. Amounts of time per activity will change during the year to account for student maturation. Sample Time-Block Schedules are included in Appendix B.

Facilities

The kindergarten environment should fit the child's developing needs. The environment should be organized to provide the best situations possible in which children can become actively involved in learning. The space should be adequate in size and organized in a flexible way. It should be appealing in color and arrangement. The space should contain suitable materials and equipment, which are easily accessible to the children. Kindergarten space usually includes:

1. Enough space for playground as well as space for other outdoor centers of activity; a playground separated from older children, protected from traffic, accessible from the classroom, and preferably fenced in.

2. One large room on the ground floor which can be organized into learning centers by means of equipment or portable partitions (36–60 square feet per child is desirable).

3. Floors which are easily cleaned, partially or completely carpeted.

4. Necessary space for storing materials and supplies at a child's height.

5. A place for children to keep wraps and belongings.

6. A large, low sink near the work area.

7. A low drinking fountain.

8. Child-size lavatories convenient to the classroom.

9. Space for storing teacher's materials and supplies. (An outdoor storage shed is useful when space is not available indoors for equipment.)

It is the teacher's task to organize the available space into a setting for active learning. Many teachers accomplish this through "centers," with each center focusing on a particular area of interest or activity. For the purpose of this publication, they are termed "learning centers." Sample diagrams of room arrangements illustrating possible placement of learning centers are found in Appendix B.

Learning Centers

Determination of the type and number of centers is part of preschool planning, with the teacher gathering materials and organizing equipment needed for each one. The types of centers may be as varied as needs demand. Some centers are set up for the entire school year, with a limited number of materials placed in each one, at first; then as the year progresses, more materials are added, while some are removed to maintain interest and challenge. Other centers may be set up for short periods of time, to coincide with a particular theme, the time of year, or a particular developmental need of some of the children. These centers are the vehicles through which children learn while working and playing. Some types of learning centers are described below.

Block-building Center

This center provides an outlet for creative play and interaction, planning, and problem solving. Children may experiment with blocks (unit blocks, hollow blocks, and interlocking blocks) and discover concepts of space, form, balance, size, and height. With the addition of farm and industrial equipment, animal and people figures, or cars and trucks, dramatic play is encouraged.

Construction Center

This center is supplied with a work bench, vise, hammer, saw, large head nails, tools, and building materials. The work of this center promotes large and small muscle development, planning, and creativity.

Library Center

This is a place where the children can come to relax with good books, picture books, and story books. The books may be displayed on a table or bookrack. The center can be furnished with a table and chairs, cushions on the floor, a rocking chair or a loft. The books should accommodate various interests and needs. A flannel board with a variety of cut-out figures can be useful for story telling. A list of suggested kindergarten books compiled by Arizona teachers is provided in the Supplementary Resources Section of this document.

Music Center

The opportunity to experiment with instruments, to listen to music on recordings, or to take part in making music is available at this center. Instruments such as drums, triangles, bells, tambourines, sticks, sand paper blocks, and maracas may be enjoyed by individuals or small groups of children. A record player with a wide assortment of records will help develop appreciation for music. An autoharp or ukelele may be present for experimentation.

Art Center

The opportunity to create with many types of art materials should be possible in the art centers. There may be a painting center, a cut and paste center, and a clay center. The children will learn to appreciate art forms and to express themselves freely. A great variety of materials should be accessible at all times, such as the following: crayons, newsprint, construction paper, easels, brown wrapping paper, tempera paint, large brushes, finger paint, chalk, crepe tissue, paste, scotch tape, a box full of collage scraps, playdough.

Listening Center

This is rightfully a listening-responding center. Provided at the center is a variety of audiovisual equipment. Single concept films (and projector) covering any subject area—math, science, reading readiness—can aid in promoting cognitive development. A tape recorder with earphones, recorded stories, or poetry and teacher-recorded materials may provide rich listening and responding opportunities. An audio card-reader with reading-oriented materials will provide listening and auditory discrimination experiences. Commercially produced kits may also be placed here. Materials can be most helpful when used selectively to meet needs of individual children. The teacher can evaluate comprehension from this center.

Science Center

A great selection of science materials is found here. These materials can come from nature or can be purchased commercially. Seeds, shells, nuts, leaves, rocks, insects, and fossils provide opportunities for classifying, observing, and questioning. A magnifying glass is a must. An aquarium, a terrarium, and animal cages allow children to learn about living things. Manipulative materials such as magnets, balance scales, a prism, batteries and battery lights, and electric bells encourage experimentation, investigation, and prediction.

Math Center

A variety of manipulative materials useful in promoting math concepts of shape, size, measurement, number systems, and number sets should be available. An abacus, puzzles, measuring instruments, flannel board with cut-out numbers, form boards of geometric shapes, number games, number sorter, and a calendar are some useful items for this center.

Writing Center

This center can provide kinesthetic activities in preparation for pencil experiences. A primary typewriter, salt box, tactile/kinesthetic alphabet and numbers, chalkboard, overhead projector with transparencies of letters and numbers, magic slates, and many other appropriate materials may be placed in this center.

Small Group Center

One or more children can enjoy this center. Lotto games, matching games, picture domino cards, magnetic letters or numbers, parquetry blocks, pegboards, beads, kaleidoscope patterns, hammer-peg sets, puzzles, leggo blocks, all lend themselves to individual or cooperative effort. They all give practice in eye-hand coordination.

Dramatic Play Center

This center provides the outlet for dramatic or imaginative play. It is a flexible center in which props can be changed easily to simulate a needed setting for enactment of any type of social experience. The area can be a house, a business office, a laboratory, a supermarket, an artist's studio, or a doctor's office. Puppets and a stage can provide an outlet for dramatic play. The availability of many types of props can provide occasions for role playing. Some useful props could be:

toy cash register and money
empty food cans and boxes
variety of dolls, doll clothes, stroller, and crib

child-sized pots and pans
child-sized stove, refrigerator, and sink
child-sized table and chair
fix-it kit
a variety of puppets and a stage
wigs
vanity with mirror filled with an assortment of things for dress-up
child-sized mop, broom, dust pan, iron, ironing board
play telephones
dress-up clothes, both men's and women's
variety of real hats and shoes
stethoscope
brief case
and many more

Gross Movement Center—Indoor and Outdoor

Indoor and outdoor areas should be provided for large muscle type activities. It is useful and desirable, if possible, for these related indoor and outdoor areas to be adjacent to each other. In the classroom, the large muscle area might contain balance beams, cleated boards, a sawhorse, sand or water table (with measuring, pouring, scooping, molding, or sifting type containers) and possibly an indoor climber and rope ladders. The outdoor area may be arranged in so-called centers similar to indoors as outlets for large movement activities such as climbing, balancing, and running. A variety of equipment may be provided such as:

tricycles and wagons
climbers and ladders
sandbox with toys
garden tools and wheelbarrow
skates and stilts
variety of balls
draintile
slide and swings
scooters

The teacher's greatest asset in equipping centers is a working relationship with parents. Enthusiastic parents will help in constructing needed equipment and collecting the varied assortment of discards and treasures needed to equip the centers. The possibilities for making these centers exciting, educational, and stimulating are as endless as the ideas brought to bear on them.

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Subject Areas[1]

Most commonly accepted definitions of the term *curriculum* include all the experiences of the child for which the school is responsible. Children learn as they encounter new experiences and respond to those experiences.

In designing experiences for children, the teacher draws from the content or subject areas.

The State Board of Education requires that each kindergarten program include three subject areas and that Reading including Phonics be one of the three required. The kindergarten program is to include Readiness for all subjects taught in the primary grades.

An examination of the diagram on the following page may be helpful in considering the curriculum or learning experiences to which the kindergarten children will be exposed.

Language Arts

Language development is a part of the entire range of daily and weekly activities in the kindergarten.

The effective kindergarten is language centered; a primary function of the kindergarten program is to provide firsthand experiences that give meaning to words.

Understanding does not come from merely dealing with words alone. Instead, it comes from dealing with the things for which the words stand. Each new experience creates new requirements for language. The vocabulary and concepts of space and flight differ from those of music. Those of the farm or dairy differ from those of the garage or fire department. Growth in language comes not so much when children tell what they have seen or done as when they have to analyze their new experiences, to look for common elements, to make distinctions, classifications, and generalizations about those experiences.

In the kindergarten, the total program is closely related to activities growing from the ongoing interests of children. Appropriate content is drawn from mathematics, science, health, literature, music, art, and social studies in helping each child grow in understanding and in appreciation of his world. The arts and skills of language develop as children engage in meaningful activities. These activities provide a purpose for talking, listening, using books, and developing information which is recorded by children in picture form, on tapes, or dictated to the teacher.

[1]The material in this section is adapted from: *KINDERGARTEN GUIDE FOR ELEMENTARY SCHOOLS IN ARIZONA*, Arizona Department of Education, 1968, pages 9-57.

THE KINDERGARTEN CURRICULUM

The Curriculum
of the
Kindergarten

Draws Content From

- Language Arts
- Social Studies—local, neighborhood, and community
- Mathematics-spatial and numerical relationships
- Science
- Health and Safety
- Music
- Art
- Life-space of Child

Provides Children Opportunity For

- Speaking and Communicating
- Listening
- Observing
- Exploring
- Manipulating
- Discovering
- Meeting with Success
- Reading their Environment
- Expanding the Social—self
- Sharing
- Developing Creativity and Initiative
- Trusting Self and Others

Out of Which Grows the Child's

- Knowledge:
  - Understandings
  - Concept Formation
  - Generalizations
- Personal Development:
  - Concept of Self
  - Attitudes and Appreciations
  - Values—Skills and Abilities—Self Expression

General techniques used for implementing language development through experience may include the following:

1. Each day there is opportunity for some children to engage in discussion of topics and interests that are personal.

   Boys and girls engage in discussions every day. They respond and react to each other's ideas. The teacher and children identify topics which seem to have interest for many children. Some time every day is devoted to the development of extending discussion skills.

   Attention to an ever-expanding oral vocabulary is a daily experience. This is not a separate study of words but is related to concept development through the real experiences of social studies, science, and the arts—to observing, feeling, tasting, hearing, and imagining.

2. Each day there is opportunity for the child to make a choice of an activity about which he will be communicating with others. The learning interest centers in the room will provide one such source for these opportunities.

3. Each day something new is added to the classroom setting; a book, art material, something for the science table, accessory play material for the block or playhouse area, something new to discover and talk about.

4. The teacher selects appropriate stories and poems to share with the class every day.

5. The teacher tapes interesting conversations of children during activity periods, and later plays these for the children's enjoyment.

6. The teacher records stories dictated by the children about their art, collections, or personal experiences.

7. A continuing activity throughout the school year is that of collecting the pictures and stories of many children, or of an individual child, into books which are used in the classroom. One class of children developed, in the spring, a library of their own writings. The children were able to check out the books of other children and take them home for a day or two. The interest created by this library learning center led to a marked increase in children's writing efforts.

8. The teacher encourages children who can read to *read* to the class after they have prepared a story for oral reading. Some children learn to read stories they have dictated.

9. Walks and trips provide a large portion of the content for vocabulary and concept development.

10. A carefully selected picture is presented by the teacher privately to each child who is encouraged to tell about it. The teacher records the conversation on tape and is able to analyze the child's oral language and visual skills.

All children who enter our schools have had experiences which form a basis for extending their reading experiences. Many of them are unaware of the fact that they have already been reading many things in their environment, and that they can read some things in print, especially those things that they have seen so often on television and in advertising.

THEY CAN READ THE:

weather	is it hot or cold? is it wet or dry? is it windy or calm?
plants	are they green or brown? are they dead or alive? are they large or small?
time of day	is it early or late? is it morning or afternoon? is it dark or light?
faces of people	are they happy or sad? are they smiling or frowning? are they serious or joking?
texture	is it smooth or rough? is it fuzzy or prickly?

THEY CAN READ:

colors, size, shape, feeling, action.

MOST OF THEM CAN READ:

signs on the way to school.
popular brands as advertised on television programs.
names of stores in shopping centers.

SOME CAN READ:

their names.
labels in the classroom.
simple picture captions which are obvious.

OCCASIONALLY ONE CAN READ:

simple stories and anything he has dictated as a story.

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Social Studies

Social studies experiences offer the child opportunities to acquire a variety of meanings. These meanings enable him to enlarge his concepts about his social and physical world and to build wholesome attitudes toward people and things. Aspects of the home, school, and neighborhood and the world as well as factors in the economic, social, and physical environment become the topics children will study. These topics can be developed through the use of learning centers, walks, excursions away from school, games, activities, and a variety of new experiences.

As young children have many opportunities to know the world and are helped to classify and organize information, their ability to understand and control their world continues to grow. Growth does not come from merely telling what has been seen or done, but from analyzing, comparing, and reasoning about these experiences. One example might be a visit to a road construction project. If, for example, a class visits a street or road construction project the children will be excited about the road graders, the bulldozers, and all the other equipment. Growth in language and in basic concepts may be encouraged by questions such as the following:

Why is the road being built here?
Where will it go?
Where will it stop? (A map of the community will be needed to answer this question.)
Why is it being paved?
Why does it have 2 or 4 lanes?
What do men need to know to drive the equipment?
Who are they?
What material are they using?
What will happen to the road if it rains?
How do they make it level?
What equipment do they need to use?
What sounds did you hear?

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Mathematics

The development of mathematical concepts is a part of a child's continued growth in language. For example, many children enter kindergarten with an understanding of such words as larger, smaller, taller, shorter, more or fewer, and the concepts these terms represent. These words are important for communication and expression yet, they are perhaps the most basic of all mathematical ideas and are prerequisites to an understanding of numbers.

The following concepts have been identified by leaders in mathematics instruction and early childhood education as being both feasible and appropriate for the kindergarten:

1. BEGINNING QUANTITATIVE CONCEPTS

   A. Size
      1. big, little
      2. larger than, smaller than

3. longer than, shorter than
4. area and linear aspects of size

B. Quantity
1. many, few
2. more, less

2. BEGINNING GEOMETRIC CONCEPTS

A. Shapes
1. square
2. circle
3. rectangle
4. points
5. triangle
6. lines
7. ordering according to size or shape

3. BEGINNING SET CONCEPTS

A. Sets as collections of objects
B. Quantitative comparison of two sets by *visual inspection* (no reference is made to number, matching, or counting.)
C. Quantitative comparison of more than two sets by visual inspection
D. One-to-one correspondence
E. Equivalent sets
F. Sets having "one more than"

4. BEGINNING NUMBER CONCEPTS

A. Counting—rote
B. Ordering according to idea of one-more-than
C. Cardinal number
D. Rational counting
E. Counting—identification
F. Counting—reproduction
G. Recognition of numerals
H. Ordinal number

5. BEGINNING CONCEPTS OF BASIC OPERATIONS

A. Addition (informal)
B. Subtraction (informal)

6. BEGINNING CONCEPTS OF MEASUREMENT

A. Linear
1. longer, shorter
2. farther, nearer

B. Volume
1. cup
2. pint—½ pint
3. quart
4. gallon

C. Weight
   1. heavy, light
   2. pound
D. Fractional parts
   1. 1/2
   2. 1/3
   3. 1/4
E. Time
   1. early, late
   2. day, week
   3. hour, minute
   4. yesterday, tomorrow

7. POSITIONAL RELATIONSHIPS

A. Under
B. On top of
C. Above
D. Behind
E. In front of
F. In the middle of
G. Between

8. MONEY

A. Names of coins
B. Values of coins

The following examples are presented as suggestions or illustrations of types of activities that may be used to promote mathematical concept development:

Concepts About Sets

A basic mathematical understanding of sets may be developed through sorting piles of "junk"—spools, buttons, bottle tops, nuts, bolts, the sort of things which have a great deal of appeal for small children. By talking with children about the sets, the teacher may help them develop the concepts of equivalent sets, one-to-one correspondence, and sets having "one more than."

Position

"Hiding" games such as "I Spy" may be helpful in teaching positional concepts if there is a discussion of where the object was hidden—"on top of," "behind," "below," etc. Such words and their meanings are useful when the child is introduced to the printed page in work with numbers.

Pattern Recognition

Since a search for relationships is a basic part of a mathematician's work, some writers believe that activities involving pattern recognition contribute to the growth of a child's mathematical ability. Actually, patterns have a dual role in mathematics. First, many mathematical patterns are related to the physical world. When one observes a particular

pattern in the physical world, and wishes to extend this pattern, it is often helpful to look for a mathematical pattern which will fit the physical situation. More important, patterns in mathematics lead us to the discovery of basic principles and ultimately to the discovery and development of new ideas.

Many games and activities may be created involving pattern recognition. One might use objects on a table or figures on a flannel board in a particular order or sequence. A child may be challenged to select and place in position the object or figure which is to come next in the sequence.

Counting and Recognition of Numerals

Appropriate materials in a mathematics learning center greatly facilitate the child's task of learning to count. Just one example is an "educational toy" on the market. It consists of a set of plastic number frames which fit together in only one sequence. By working together or individually, children not only learn to count but learn to recognize the numerals. As children "play" with devices such as this a great deal of learning may occur relative to counting, awareness of basic shapes, and the principle of ordering according to size or value.

Many games are useful for developing skills in counting and the recognition of numerals. Only two illustrations are given here. In the game of "Bounce the Ball," the teacher slowly bounces a large ball and counts, "one, two, three" etc., and calls upon a child to indicate the number of the next bounce. As children develop dexterity, both physically and with numbers, the teacher may bounce the ball to the child who is to give the next number in the counting series. At first, however, the act of catching the ball may require so much concentration that all thought of numbers may be driven from the child's mind.

In another game, the teacher provides a box of paper fish with a paper clip attached or taped to the fish. On each, a numeral has been written. The child uses a small fishing rod or pole with a magnet in place of a hook. If the child can correctly identify the numerals on the fish he "catches," he may keep them. This may be varied and the teacher may control which fish a given child "catches."

Volume, Weight, Fractional Parts

Many mathematical concepts may be involved in experiences such as making jello, instant pudding, or baking cookies. Terms such as one cup, one-half cup, or one-fourth cup take on significance as children measure ingredients. They discover how much one pound or one-fourth pound is as they measure the butter or margarine. They can learn that a dozen eggs is twelve eggs and that half a dozen is six eggs.

An "apple party" in which children cut up apples and eat them can be used to help children learn about fractional parts.

Cuisenaire Rods

Most of the mathematical concepts children meet in the primary grades can be developed through the use of the Cuisenaire materials and method. The approach is simple, easy, and fun for both the teacher and the children. Further, it provides a depth of understanding children frequently do not obtain through more conventional methods. The teacher can and will learn as she works along with the children. A great deal of previous study and preparation or experience is not a prerequisite for success with these materials. Every kindergarten teacher should be encouraged to become acquainted with and to make use of the Cuisenaire type materials.

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Science

Today's world is a scientific world. Children come to school already aware of scientific phenomena picked up through the communication media surrounding them as well as from an awareness generated by the adults in their environment.

The kindergarten curriculum designer accepts this as a natural development. Careful consideration is given to ways best suited to laying a broad and factual foundation for the step-by-step growth in future science studies.

Curiosity is a natural trait of early childhood. The child left to satisfy this curiosity through his own resources without direction or understanding is deprived of valuable learnings.

The inclusion of science in the kindergarten curriculum is academically sound. However, the planning follows a framework which is flexible enough for children and teacher to plan cooperatively experiences that meet the needs of their particular group.

Science is integrated into all facets of the kindergarten program for children to see relationships and social implications. The children may expand their scientific concepts through field trips, experiments, films, other visual media, models, real objects, books, and resource people.

The natural curiosity of young children impels them to know and to wonder. They continually question and search for explanations. The knowledgeable teacher of kindergarten guides them in their exploration, experimentation, and observation. As their environment widens, their inquiry makes greater demands and their discoveries increase in meaning.

Each experience not only increases knowledge and understanding of facts but influences attitudes toward life. Growth in ideas and information is gradual and accumulative. Without realizing how or when, a child finds he has new ideas, new understandings, broader interests, new skills, more complex and effective ways of thinking.

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Art

Extensive study has shown that the ages of 3-5 are recognized as one of the most vital and fruitful periods in the creative development of the individual. Art is one means by which a child expresses his individuality and communicates his ideas about himself and his world. Children's art expressions vary according to their experience, perception, and maturity.

How a child feels about himself, his self-concept, is directly related to how he portrays himself in his drawings. Bodily awareness and emotional stability will help increase a child's perception of himself and his schema will reflect it. Encouragement from the teacher as a child unfolds his emerging self will strengthen his self-concept.

Motivation helps a teacher and a child get excited about an idea. Free nondirected art activity has its place in the kindergarten for the sheer joy of discovering how to manipulate materials is a growing experience and one that can enhance a child's concept of himself and his abilities. But children need to have stimulation to help delineate their own ideas and make art a meaningful learning experience. Motivation can arouse a child's latent ideas and awareness of himself, his surroundings, or past experiences. Motivation should be used with:

1. An understanding of a child's particular developmental stage, a taking him where he is, no matter what his background, and moving him forward into a continuum.

2. A goal to elicit the most vigorous response.

3. An open mind so that each child can express himself in his own unique way without fear of the need for conformity.

4. A goal to stimulate the sensitivity toward the *self*. Therefore, motivations should concern the child himself. *He needs to discover a relationship between his own marks and the outside world.* In the kindergarten, "I" and "MY" are important to him.

5. Verbal discussions, visual, tactile, or actual experiences intensify motivational procedure and prepare the child to identify with what he is doing. Such topics as "I am brushing my teeth" or "I am playing ball" or "My cat had kittens" help the child to relate himself to a particular experience (self-involvement). It is best to move from the known to the unknown. But sometimes it's fun to try a make believe or fantasy motivation. This can be done in terms of "how would you feel if . . .?"

6. An open-ended stimulation allowing for a *unique* response from every child.

7. A goal of individual creativity (dittos, patterns, precut shapes for coloring in are considered harmful to individual growth and development).

8. A goal of guaranteed success. Growth occurs during the process of doing and is more important than the end product.

9. A goal of including and emphasizing feelings. "How do you feel when . . .?"

10. A goal of letting things happen!

Art educators feel that no child can approach his full potential as an individual without an awareness of the visual richness of the world about him, and that for optimum achievement of that potential, he must have the opportunity to freely express his very intense and personal reaction in visual terms. Besides encouraging the child to work with many art media, art teaching is now becoming more oriented to the development of aesthetic judgment paying attention to rich and varied historical traditions in art. For most people, training in taste is a hit and miss affair—left to chance. Aesthetic experiences are *known* as well as felt. The inclusion of keen observation, description, and analysis of our environment in terms of the growth development of children is now considered a model for aesthetic experience in the classroom. The goal is a sensitizing process.

Five main purposes of art experiences in the kindergarten are:

1. To increase perceptual awareness of a child's environment in relationship to himself.

2. To explore and manipulate a variety of media so that creative growth is evident.

3. To use methods of motivation on an individual basis suitable for a given child's needs and depending upon the experiences and understandings he brings with him to school.

4. To help the child express his unique ideas about himself and his world.

5. To develop the beginnings of education toward aesthetic judgment.

Detailed information regarding the development of children and their part in art education may be obtained by requesting a copy of *ART: A GUIDE THROUGH THE HUMAN EXPERIENCES (K-12)*, from the Arizona Department of Education (1975).

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Music

Music can be a means of communication for the individual as well as for the whole class, conveying beauty and wonderment, curiosity, and the desire to explore.

The kindergarten child discovers the world of musical sounds through many different ways:

BY PERFORMING

1. Singing songs of work, play, fun, family, animals, numbers, colors, and others
2. Playing instruments

   Piano
   Autoharp
   Bells and other mallet instruments
3. Moving the body to express musical ideas

BY LISTENING

1. To recordings of other performers

   vocal groups and individuals
   instrumental solos and ensembles
2. To performances by

   self and classmates
   other performing groups

BY CREATING

1. Rhythmic accompaniments to songs
2. Improvisations using sounds available to him
3. Songs to express his feelings and ideas
4. Other compositions to explore and develop his musical concepts

All musical understandings are developed through the media of musical expression. Whether by PERFORMING, by LISTENING, or by CREATING, all expressions are designed to develop:

1. A growing awareness within the child
2. His responses to the sounds
3. An understanding of the unique character of each musical expression
4. The tools to be used in expressing an idea

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Health and Safety

A major aim of our schools is to produce children and youth with optimum mental, emotional, social, and physical health; children with energy and enthusiasm for life's activities; children with good attitudes about themselves and others.

All areas of health are interrelated and the environment of the classroom should enhance each. The teacher plays an important role in creating the classroom environment by understanding the growth and development of children, by having a sense of humor, and by accepting the activity of young children. The child's ability to relate to others as well as his own self-concept are directly related to the teacher-child relationship in the classroom.

The teacher appraises the health of each child daily and watches his coordination in a variety of situations. Indications of health difficulties, which might not have been recognized earlier, can be referred for proper medical attention if necessary.

Positive feelings are instilled about the dentist, the doctor, the nurse, and other community health services. Through dramatic role play children come to understand that these people in the medical profession are working to safeguard health. The school nurse might visit the classroom and cooperate in the role playing.

In the kindergarten classroom children learn to respect their bodies. They learn what health habits are good for them; that they need rest, exercise, and good food.

Because breakfast is a meal which has just been eaten and can be remembered, learning *about good foods might start with foods that make a good breakfast—juice or fruit,* something warm, etc. If the child does not eat breakfast at home, some schools might provide an early morning snack.

Cleanliness becomes a large part of a child's health education in kindergarten. He learns that hands are washed before eating and that food is washed when preparing it. He learns to use a clean napkin and a clean tissue. A child learns how to properly get a drink from a drinking fountain and to cover his mouth and nose when coughing or sneezing. The child learns the importance of keeping clean and well-groomed. He learns the proper posture for walking, running, sitting, standing, and lying down.

The kindergarten child needs rest and relaxation interspersed with vigorous activity. He needs a balance between quiet and play.

In kindergarten, the child learns basic rules of safety on the playground and in the room. He learns how to manipulate scissors and how to be careful with toys. The child learns basic rules of traffic safety which will apply to him as a pedestrian.

The kindergarten teacher realizes the differences among children in mental and physical health needs. A child changes from year to year. At one time he may be rebellious and at another time docile. The teacher helps the parents to understand these stages and to accept them.

Health education in kindergarten gives the child a chance to develop positive, scientific attitudes toward health which, with the help of the teacher, he will apply to his own behavior.

SUGGESTED READINGS IN HEALTH AND SAFETY

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Resource Material from:

National Safety Council
Safety Education Section
425 North Michigan Ave.
Chicago, Illinois 60611

K-1 traffic safety education materials and a comprehensive K-8 traffic safety education guide are available from the Arizona State Department of Education (1975).

Physical Education

In every phase of the curriculum, the child is busy in activities which further his physical development. The entire program for five-year-olds is filled with activities that help a child develop skills in using his body. As a child moves about the classroom and playground, he explores his world, learns to manage his body, and participates in various activities with his peers. He works at perfecting his large muscle coordination and enjoys the adventure of climbing to the top of the slide or jungle gym. In this way, he learns to handle himself safely in high places. He runs "fast," rolls, hops on one foot, and twirls in delight. He is learning to control his motion in relation to the motion of others. Many activities in the kindergarten further the development of the finer muscles. As children learn to tie their shoes, manipulate clay, crayons, or large paint brushes, they develop fine skills of eye-hand coordination.

At five, children express themselves vividly and spontaneously through rhythm. They explore the music in the world around them and show their feelings through body movement. Many opportunities should be provided in the kindergarten for children to respond to music through rhythmical muscular activity.

The teacher understands the emotional needs of children, finds suitable physical outlets for their strong feelings, and helps them show their emotions in acceptable ways by furnishing equipment to serve as an outlet for emotional expression. The teacher provides a punching bag, soft bean bags to throw at a target, or a ball to kick across a line.

Through physical activity the child is helped to explore the world. When he lets sand run through his fingers he is exploring sand. When he changes it by adding water, stones, and sticks, he is finding out what he can do with it. As he manipulates and makes guesses about this, he finds answers to his queries. He is gaining an understanding of the properties of sand and water by experimenting. This kind of physical play represents significant science and sensory learnings. It also represents a time for listening to ideas, words, and language.

He is talking and openly expressing his feelings as he relates to himself and others. All the while he is developing the capacity to meet problems and to play with others of his own age. He is winning confidence in himself and a place for himself in the group.

Young children of this age group have not yet reached the stage of development for highly organized games and competitive activities. They enjoy simple circle games with music and rhythm where they all can participate and look at each other. Kindergarten children are unable to wait for turns because their attention span is short. However, they must learn the importance of playing by the rules and simple games help them develop respect, fair play, and good sportsmanship.

The kindergarten teacher takes all these things into consideration in planning the physical education program. A teacher can make outdoor and indoor play more satisfying for children by providing for them a time to play, a place to play, something with which to play, and someone with whom to play. Adequate time is needed in the daily schedule for vigorous physical activity. A protected, safe play area with a healthful and attractive environment should be readily accessible to nearby classrooms and lavatories. Equipment and materials should be arranged in this area so as to provide the best possible learning laboratory for the growth of children. The usual basic equipment—swings, slides, jungle gym—should be available for the child's large muscle development, but the teacher needs to add interest and variety to this basic equipment. Moving the easels out of doors or providing soap and water, second-hand parts, a row boat, a car, a picnic basket, a guitar, or a mound of dirt to serve as a hill add new dimensions to outdoor education.

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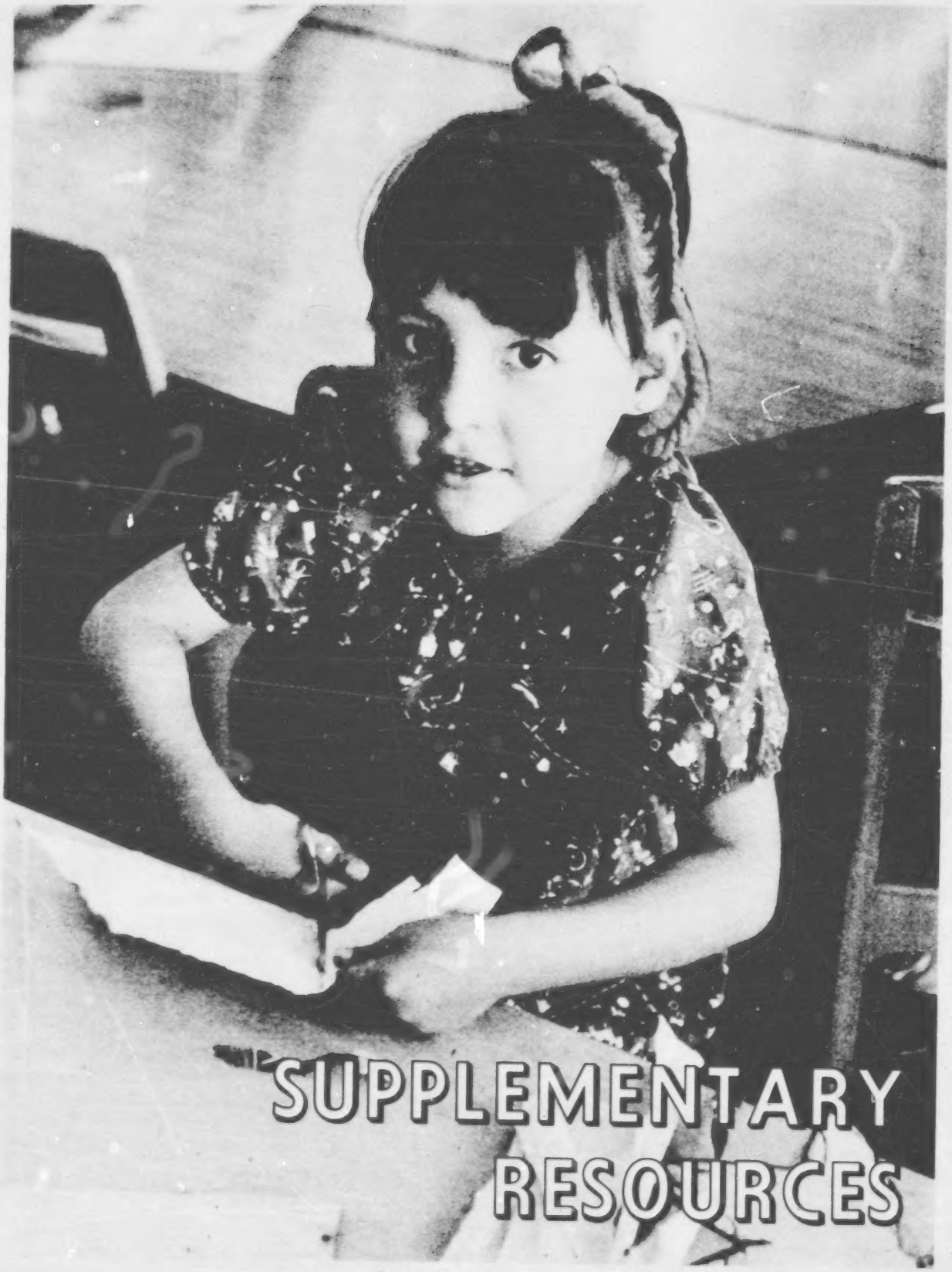
Porter, Lorena. *MOVEMENT EDUCATION FOR CHILDREN.* American Association of Elementary-Kindergarten-Nursery Education, Washington, D.C., 1969.

Schurr, Evelyn L. *MOVEMENT EXPERIENCES FOR CHILDREN.* Appleton-Century-Crofts, New York, 1967.

Sharp, Evelyn. *THINKING IS CHILD'S PLAY.* E. P. Dutton and Company, Inc., New York, 1970.

Sutton-Smith, Brian. *A DESCRIPTION ACCOUNT OF FOUR MODES OF CHILDREN'S PLAY BETWEEN ONE AND FIVE YEARS.* Teachers College, Columbia University, New York, N.Y., 1970.


SUPPLEMENTARY
RESOURCES

SUPPLEMENTARY RESOURCES

School District Kindergarten Guides

A locally developed curriculum guide is usually the most useful document for teachers. Local school district philosophy, operating procedures, and instructional resources require a unique publication. Local guides will vary in the areas covered or sections included. Most Arizona school districts have prepared kindergarten curriculum guides or handbooks designed to meet their own needs.

Many of these local guides are on file for review in the Arizona Department of Education's Library Media Services Center. Selected samples from district guides are included in the appendix.

State Department Guides

Kindergarten curriculum guides or handbooks prepared by various state departments of education have been collected and are also available for review in the Arizona Department of Education's Library Media Services Center.

Technical Assistance

School districts may request technical assistance in kindergarten-related areas by contacting the Early Childhood Education Office, Arizona Department of Education, 1535 West Jefferson Street, Phoenix, Arizona 85007, phone 271-5075. Technical assistance may also be requested through the services of the Consultant Cadre. An initial request form follows.

NUMBER_____

CONSULTANT CADRE
INITIAL REQUEST FORM

INITIATOR OF REQUEST:

Name _____ Title _____

School _____ Telephone Number _____

School Address _____

School Principal _____ District _____

Brief Description of request: _____

_____

_____

Signed _____

Date _____

INTERIM ACTION:

FINAL ACTION:

Person Assigned _____ Title _____

School _____ Telephone Number _____

School Address _____ Principal _____

Is Substitute Required? _____

Target Date for Service _____

Other Details _____

PROCEDURES COMPLETED:

Principal's Letter Mailed _____ Evaluation Form Mailed _____

Expense Form Mailed _____ Requisitions Completed _____

RETURN TO: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007 (271-4273)

SUGGESTED KINDERGARTEN BOOKS

Compiled by Priscilla Hibbs, Betty Katterhenry, and Margaret Perkins
(Alhambra School District – Phoenix, Arizona)

AUTHOR	TITLE	PUBLISHER	DATE
Abisch, Roz	The Shoe for Your Left Foot Won't Fit on Your Right	McCall	1970
Adams, Adrienne	Two Hundred Rabbits	Viking	
Adoff, Arnold	Man Da La	Harper	1971
Ainsworth, Judy	When I Grow Up	Childrens	1969
Alain	One, Two, Three, Going to Sea	Scott	
Alberti, Trude	The Animal's Lullaby	World	1967
Aldis, Dorothy	Favorite Poems of Dorothy Aldis	Putnam	1970
Alexander, Anne	ABC of Cars and Trucks	Doubleday	1956
Alexander, Martha	Blackboard Bear	Dial	1969
Alexander, Martha	Nobody Asked Me If I Wanted A Baby Sister	Dial	1971
Alexander, Martha	The Story Grandmother Told	Dial	1969
Alexander, Martha	We Never Get to Do Anything	Dial	1970
Aliki	Hush Little Baby	Prentice	1968
Allen, Frances	Little Hippo	Putnam	1971
Allen, Robert	Numbers Book	Platt & Munk	1968
Ambler, C. Gifford	Ten Little Foxhounds	Childrens	1969
Ambrus, Victor G.	The Little Cockerel	Harcourt	1968
Amoss, Berthe	Tome In The Middle	Harper	1968
Anderson, C.W.	Blaze and the Gray Spotted Pony	Macmillan	1968
Andre, Evelyn M.	Things We Like to Do	Abingdon	1968
Andry, Andrew C.	Hi, New Baby	Simon & S	1970
Angelo	Candy Basket	Hale	
Anglund, Joan W.	A Is For Always	Harcourt	1968
Anglund, Joan W.	A Friend is Someone Who Likes You	Harcourt	1958
Anglund, Joan W.	In a Pumpkin Shell	Harcourt	1960
Asbjornsen, Peter	Three Billy Goats Gruff	Harcourt	
Asimov, Isaac	ABC's Of the Ocean	Walker	1970
Austin, M.	Barney's Adventures	Dutton	
Avery, Kay	Wee Willow Whistle	Random House	
Bahrang, Samuel	The Little Black Fish	Carolrhoda	
Baker, Betty	Little Runner of the Longhouse	Harper	1962
Baldwin, Ann N.	Sunflowers for Tina	Four Winds	1970
Balestrino, P.	Hot As An Ice Cube	Crowell	1971
Balet, Jan	The King and the Broom Maker	Delacorte	1968
Balian, L.	Humbug Witch	Abingdon	
Balian, Lorna	I Love You, Mary Jane	Abingdon	1967
Bannon, L.	Little People of the Night	Hale	
Baum, Arline	One Bright Monday Morning	Random House	
Beach, Stewart	Good Morning Sun's Up!	Scroll	
Belcher, Wilfried	Where is Willie?		
Bemelmans, Ludwig	Madeline	Viking	1960
Bemelmans, Ludwig	Madeline's Rescue	Scholastic	1967
Benchley, Nathaniel	The Several Tricks of Edgar Dolphin	Harper	1970
Bendick, Jeanne	A Place to Live	Parents	1970
Bendick, Jeanne	Why Can't I?	McGraw	1969
Bennett, R.	Secret Hiding Place	Hale	
Berenstain, S & J	The B Book	Random	1971
Berenstain, S & J	Bears in the Night	Random	1971
Berenstain, S & J	Bears on Wheels	Random	1969
Berenstain, Stan	The Bear's Vacation	Random	1968

AUTHOR	TITLE	PUBLISHER	DATE
Berenstain, Stan	Inside, Outside, Upside Down	Random	1968
Berenstain, Stan	Old Hat, New Hat	Random	1970
Berg, Jean Horton	Nobody Scares a Porcupine	Westminster	1969
Berger, Tidwell	Visit to the Doctor	Hale	
Bianco, Margery	The Velveteen Rabbit or How Toys Become Real	Doubleday	1969
Bianki, W.	Humphrey Goes Hunting	Childrens	1969
Birdwell, Norman	Bird in the Hat		
Birdwell, Norman	Clifford the Big Red Dog		
Birdwell, Norman	Clifford's Halloween		
Birdwell, Norman	The Witch Next Door		
Birnbaum, A.	Green Eyes	Golden	
Bishop, Claire	Five Chinese Brothers	Coward	1938
Bishop, Claire	Twenty-two Bears	Viking	1964
Black, Irma S.	Busy Winds	Holiday	1969
Bond, G.B.	Patrick Will Grow	Golden	
Bonsall, C.N.	Tell Me Some More	Harcourt	
Bonsall, Crosby	Whose Eye Am I?	Harper	1969
Borack, Barbara	Gooney	Harper	1968
Borack, Barbara	Grandpa	Harper	1967
Borten, H.	Do You Hear What I Hear?	Hale	
Borten, H.	Do You Move as I Do?	Hale	
Borten, H.	Do You See What I See?	Hale	
Brand, Millen	This Little Pig Named Curley	Crown	
Brande, Marlie	Sleepy Nicholas	Follett	1970
Branley, F.	Micky's Magnet	Crowell	1956
Brawley, Eleanor	Lisa's Spring Baby	John Knox	1969
Brenner, Barbara	Faces	Dutton	1970
Brewton, Sara	Christmas Bells Are Ringing	Macmillan	1951
Briggs, Raymond	The Mother Goose Treasury	Putnam	
Bright, Robert	Georgie	Doubleday	1944
Bright, Robert	Georgie and the Robbers	Doubleday	1963
Bright, Robert	Georgie's Halloween	Doubleday	1958
Bright, Robert	My Red Umbrella	Morrow	1959
Brooke, Leslie	Johnny Crow's Garden	Warne	1963
Brooke, Leslie	Ring O' Roses	Warne	
Brooks, Anita	A Small Bird Sang	John Day	1968
Brown, Beatrice	Jonathan Bing	Lothrop	1968
Brown, Marcia	Stone Soup	Scribner	1947
Brown, Marcia	How Hippo	Scribner	1969
Brown, Margaret W.	A Child's Goodnight Book	Scott	
Brown, Margaret W.	The Color Kittens	Golden	1967
Brown, Margaret W.	Goodnight Moor	Harper	1947
Brown, Margaret W.	Muffin in the Country		
Brown, Margaret W.	Muffin in the City		
Brown, Margaret W.	The Noisy Book	Harper	1939
Brown, Margaret W.	Runaway Bunny	Harper	1942
Brown, Margaret W.	The Sleepy Little Lion	Harper	1947
Brown, Margaret W.	Two Little Trains	Scott	1949
Brown, Margaret W.	Where Have You Been?	Hastings	
Brown, Margery	Animals Made By Me	Putnam	1970
Buchheimer	Let's Go to a Dentist	Hale	
Buckley, Helen	The Little Pig in the Cupboard	Lothrop	
Bulla, Clyde R.	What Makes a Shadow?	Crowell	1962
Burch, Robert	Joey's Cat	Viking	1969
Burningham, John	ABC	Bobbs	1964
Burningham, John	Harquin: The Fox Who Went Down to the Valley	Bobbs	1968
Burningham, John	Mr. Grumpy's Outing	Holt	1971
Burrows	Kittens and Puppies	Hale	
Burton, Virginia	Katy and the Big Snow	Houghton	1943

AUTHOR	TITLE	PUBLISHER	DATE
Burton, Virginia	The Little House	Houghton	1943
Byars, B.	Go and Hush the Baby	Viking	1971
Burton, Virginia	Mike Mulligan and His Steam Shovel	Houghton	1939
Caldecott, R.	The Farmer's Boy	Warne	
Caldecott, R.	Hey Diddle Diddle Picture Book	Warne	
Calhoun, Mary	The Pixy and the Lazy Housewife	Morrow	1969
Cameron, Elizabeth	Big Book of Real Fire Engines	Hale	
Cameron, E.	Big Book of Real Trains	Hale	
Cameron, P.	The Green Machine	Coward	1969
Cameron, P.	The Polly Cameron Picture Book	Coward	
Carle, Eric	1, 2, 3 to the Zoo	World	1968
Carle, Eric	The Tiny Seed	Crowell	1970
Carrick, Donald	The Tree	Macmillan	1971
Carroll, Ruth	The Chimp and the Clown	Walck	1968
Carroll, Ruth	Where's the Bunny?	Walck	1950
Carroll, Ruth	Where's the Kitty?	Walck	
Carton, Lonnie	Daddies	Random	
Carton, Lonnie	Mommies	Random	
Cass, Joan	The Cats Go to Market	Abelard	1969
Castle	Peep-lo	Hale	
Cathon, Laura	Tot Botat and His Little Flute	Macmillan	1970
Caudill, Rebecca	A Pocketful of Cricket	Holt	1964
Cerf, Bennett	Book of Riddles	Random	1960
Chaconas, Doris	The Way the Tiger Walked	Simon & S	1970
Chaffin, Lillie	Bear Weather	Macmillan	1969
Chalmers, M.	Take a Nap, Harry	Harper	1964
Charlip, Remy	Mother, Mother, I Feel Sick	Parents	1966
Charmatz, B.	The Cat's Whiskers	Macmillan	1969
Charmatz, B.	The Little Duster	Macmillan	1967
Chase	Big Book of Horses	Hale	
Church	Just in Time for the King's Birthday		
Chwast, Jacquelin	How Mr. Berry Found a Home and Happiness Forever	Simon & S.	
Chwast, S.	Still Another Number Book	McGraw	1971
Clark, Mary Lou	True Book of Dinosaurs	Children	1955
Clemons, Elizabeth	Tide Pools and Beaches	Random	
Cole, W.	What's Good for a 5-Year-Old?	Rinehart	1969
Conford, E.	Impossible, Possum	Little	1971
Conklin, Gladys	Lucky Ladybugs	Holiday	1968
Cook, B.	The Little Fish That Got Away	Scott	
Cook	Waggles and the Dog Catcher		
Cook, G.E.	Big Book of Cats	Grosset	1968
Coombs, P.	Lisa and the Grompet	Lothrop	1970
Cooney, B., ill.	The Courtship		
Cooney, B., ill.	Feast of Cock Robin and Jenny Wren		
Cooney, B., ill.	Merry Marriage		
Cooney, B., ill.	To Which is Added the Doleful Death of Cock Robin		
Cooper, Elizabeth	The Fish From Japan	Harcourt	1969
Corbin, William	The Everywhere Cat	Coward	1970
Crawford, Mel	The Cowboy Book	Golden	1968
Cretan, G.	Lobo	Lothrop	1969
Crews, Donald	Ten Black Dots	Scribners	
Daly, Kathleen	The Cat Book	Golden	
Daly, Kathleen	My Elephant Book	Golden	
Daly, Kathleen	The Nest Book	Golden	
Daniels, G.	The Peasant's Pea Patch; A Russian Folk Tale	Delacorte	1971
d'Aulaire, Ingri	Animals Everywhere	Doubleday	1954

AUTHOR	TITLE	PUBLISHER	DATE
d'Aulaire, Ingri	Don't Count Your Chicks	Doubleday	1943
Darrow, Whitney	Animal Etiquette	Simon & S.	1969
Daugherty, James	Andy and the Lion	Viking	
Daugherty, James	Picnic	Viking	
Davis, Daphne	The Baby Animal Book	Golden	
De Angeli, M.	Book of Nursery and Mother Goose Rhymes	Doubleday	1964
Deering, Janet	Eddie's Moving Day	Golden	1970
Demanska, J.	If All the Seas Were One Sea	Macmillan	1971
Demeter, R.	Hop Run Jump	John Day	1968
Dempsey, Michael	By the Sea	World	1970
Dempsey, Michael	How Flowers Live	World	1970
Dempsey, Michael	Insects that Live Together	World	1970
Dempsey, Michael	Into Space	World	1970
Dempsey, Michael	Prehistoric Animals	World	1970
Dempsey, Michael	Water	World	1970
de Paola, Tomie	Fight the Night	Lippincott	1968
De Regniers, B.	Circus	Viking	1966
De Regniers, B.	The Little Book		
De Regniers, B.	May I Bring a Friend?	Atheneum	1964
De Regniers, B.	Something Special	Harcourt	1958
Devlin, Wende	Old Black Witch!	Parents	1963
Dickens, Frank	Fly Away, Peter	Scroll	
Dugan, William	The Sign Book	Golden	1968
Dupre, Ramona	Spiders	Follett	1967
Duvoisin, Roger	A for the Ark	Lothrop	1952
Duvoisin, Roger	The Christmas Whale	Random	
Duvoisin, Roger	Donkey, Donkey	Parents	1968
Duvoisin, Roger	Petunia	Random	
Duvoisin, Roger	Petunia, I Love You	Knopf	1965
Duvoisin, Roger	Petunia's Christmas	Scholastic	1967
Duvoisin, Roger	Two Lonely Ducks	Knopf	1955
Duvoisin, Roger	Veronica and the Birthday Present	Knopf	1971
Earle	Thunder Wings	Hale	
Eastman, P.D.	Are You My Mother?	Random	1960
Eastman, P.D.	Cat in the Hat Beginner Book Dictionary	Random	
Eaton, Anne	The Animal's Christmas	Viking	1944
Eichenberg, Fritz	Ape in a Cape	Harcourt	1952
Eichenberg, Fritz	Dancing in the Moon	Harcourt	1955
Elkin, B.	Six Foolish Fishermen	Childrens	
Elwart, Joan Petter	Right Foot, Wrong Foot	Steck	1968
Emberley, Barbara	Drummer Hoff	Prentice	1967
Emberley, Barbara	Simon's Song	Prentice	1969
Ets, Marie Hall	Just Me	Viking	1965
Ets, Marie Hall	Play With Me	Viking	1955
Ets, Marie Hall	Talking Without Words	Viking	1968
Falls, C.B.	ABC Book	Doubleday	
Fatio, Louise	The Happy Lion	McGraw	1954
Feelings, M.	Mijoa Means One	Dial	1971
Field, Rachel	Prayer For a Child	Macmillan	1944
Flack, Marjorie	Angus and the Cat	Doubleday	1931
Flack, Marjorie	Angus and the Ducks	Doubleday	1930
Flack, Marjorie	Angus Lost	Doubleday	1932
Flack, Marjorie	Ask Mr. Bear	Macmillan	1958
Flack, Marjorie	Story About Ping	Viking	
Flack, Marjorie	Tim Tadpole and the Great Bullfrog	Doubleday	1934
Fletcher, S.	Big Book of Cowboys	Hale	

AUTHOR	TITLE	PUBLISHER	DATE
Flora, James	The Fabulous Firework Family	Harcourt	1955
Francoise	Jeanne Marie Counts Her Sheep	Scribner	1955
Francoise	Noel for Jeanne Marie	Scribner	1953
Fransconi	The House that Jack Built	Harcourt	
Freeman, D.	Come Again, Pelican	Viking	1961
Freeman, D.	Corduroy	Viking	1968
Freeman, D.	The Guard Mouse	Viking	1967
Freeman, D.	Mop Top	Viking	1955
Freeman, D.	A Rainbow of My Own	Viking	1967
Freestrom, H.	The Five Senses	Benefic	
Freestrom, H.	Place and Space	Benefic	
Freestrom, H.	Things Around Us	Benefic	
Freschet, Berniece	Turtle Pond	Scribner	1971
Friskey, Margaret	Chicken Little	Children	1964
Friskey, Margaret	Mystery of Rackety's Way	Children	1969
Friskey, Margaret	Seven Diving Ducks	Children	1965
Friskey, Margaret	Shoe for My Pony	Children	1969
Frith, Michael	Some of Us Walk, Some Fly, Some Swim	Random	1971
Froman, R.	Hot and Cold and In Between	Grossett	1971
Gag, Wanda	ABC Bunny	Coward	1933
Galdone, Paul	Henny Penny	Seabury	1968
Galdone, Paul	The History of Simple Simon	McGraw	
Galdone, Paul	The House that Jack Built	McGraw	
Galdone, Paul	The Life of Jack Sprat, His Wife, and His Cat	McGraw	1969
Galdone, Paul	Old Mother Hubbard and Her Dog	McGraw	
Galdone, Paul	The Old Woman and Her Pig	McGraw	
Galdone, Paul	Tom, Tom, The Piper's Son	McGraw	
Garelick, May	Look at the Moon	Young	
Garelick, May	What's Inside	Scott	
Garelick, May	Where Does the Butterfly Go When It Rains	Scott	1961
Garten, Jan	The Alphabet Tale	Random	1964
Gay, Zhenya	Look	Viking	1952
Gay, Zhenya	Small One	Viking	1958
Geelhaar, A.	Happy Harry and the Scarecrow	Children	1969
Geismer & Suiter	Very Young Verses	Houghton	
Gibson, Myra	What Is Your Favorite	Grosset	1966
Gilroy, R & F	Little Ego	Simon & S	1970
Goins, Ellen	Omar, The Undercover Cat	Steck	
Goodall, John S.	Adventures of Paddy Pork	Harcourt	1968
Goodenow, Earle	Cow Voyage	Random	
Goodenow, Earle	The Owl Who Hated the Dark	Walck	
Goudey, Alice	Houses From the Sea	Scribner	1959
Grabaff, A.	Of Course You Are A Horse	Abelard	1961
Graham, John	A Crowd of Cows	Harcourt	1969
Gramatky, Hardie	Little Toot	Putnam	1939
Grifalconi, Ann	The Toy Trumpet	Bobbs	1968
Grimm Brothers	The Bremen Town Musicians	McGraw	1968
Grimm, J & W	The Elves and the Shoemaker	Scribner	
Grover, E.O.	Mother Goose: The Classic Volland Edition	Hubbard	
Guilfoile, E.	Nobody Listens to Andrew	Follett	
Gurney, Eric	The King, the Mice and the Cheese	Random	1965
Gurney, N & E	Impossible Dogs and Troublesome Cats	Am. Heritage	1970
Hader, Berta	The Big Snow	Macmillan	1958
Hader, Berta	Mighty Hunter	Macmillan	
Haley, Gail	One, Two, Buckle My Shoe	Doubleday	
Harris	Little Red Newt	Hale	
Hawkinson	Birds in the Sky	Hale	

AUTHOR	TITLE	PUBLISHER	DATE
Hawkinson, Lucy	That New River Train	Whitman	
Hawkinson, John	Who Lives There?	Whitman	
Heavilen, J.	Rocks and Gems	Macmillan	1964
Heide, Florence	Benjamin Budge & Barnaby Ball	Four Winds	1969
Heide, Florence	How Big Am I?	Follett	
Heide, Florence	Look! Look! A Stormy Book	McCall	
Heide	Some Things Are Scary		
Heide, Florence	That's What Friends Are For	Four Winds	
Heilbroner, Joan	Robert the Rose Horse	Random	1962
Heywood, Du Bose	Country Bunny and the Little Gold Shoes	Houghton	
Hille-Brandts, L.	Guess What	Childrens	1968
Hille-Brandts, L.	The Little Black Hen	Childrens	1968
Hoban, Russell	Best Friends for Frances	Harper	1969
Hoban, Russell	Bread & Jam for Frances	Harper	1964
Hoban, Russell	Emmet Otter's Jug-band Christmas	Parents	1971
Hoban, Russell	The Little Brute Family	Macmillan	
Hoff, Syd	Danny and the Dinosaur	Harper	
Hoff, Syd	The Horse in Harry's Room	Harper	
Hoff, Syd	Slithers	Putnam	1968
Holl, Adelaide	The ABC of Cars, Trucks and Machines	Am. Heritage	
Holl, Adelaide	Moon Mouse	Random	
Holl, Adelaide	The Remarkable Egg	Lothrop	1968
Holsaert, Eunice	Dinosaurs	Holt	1959
Howell, Ruth	A Crack in the Pavement	Atheneum	1970
Hughes, Madeleine	Why Carlo Wore a Bonnet	Lothrop	
Hurd, Edith T.	Christmas Eve	Harper	1962
Hurd, Edith	Stop, Stop	Harper	1961
Hurlimann, B.	Barry, The Story of A Brave St. Bernard	Harcourt	1969
Hutchinson, V.	Candelight Stories	Putnam	1927
Ipcar, Dahlov	Brown Cow Farm	Doubleday	1959
Ipcar, Dahlov	The Calico Jungle	Random	
Ipcar, Dahlov	I Like Animals	Knopf	1960
Ipcar, Dahlov	I Love My Anteater With An A	Knopf	1964
Ipcar, Dahlov	Ten Big Farms	Random	1958
Ipcar, Dahlov	The Wild Whirlwind	Knopf	1968
Ipcar, Dahlov	The Wonderful Egg	Doubleday	1958
Jacobs, Allan	Arithmetic in Verse and Rhyme	Garrard	1971
Jacobs, Leland B.	The Monkey and the Bee	Golden	1969
Janice	Little Bear's Pancake Party	Lothrop	1960
Janice	Little Bear's Thanksgiving	Lothrop	1967
Janus, Grete	Teddy	Lothrop	
Jaynes, Ruth	What Is A Birthday Child?	Bowmar	1967
Johnson, Crockett	Harold and the Purple Crayon	Harper	1958
Johnston, Johanna	Penguin's Way	Hale	1962
Jones, Harold, ill.	Lavender's Blue		
Joslin, Sesyle	What Do You Do, Dear?	Hale	
Kafka, Sherry	I Need A Friend	Putnam	1971
Kantor, M.	Angleworms On Toast	Putnam	1969
Katzoff, Betty	Cathy's First School	Random	
Kaufman, Joe	The Telephone Book	Golden	1968
Kay	Apron On, Apron Off		
Keats, E.J.	Apt. 3	Macmillan	1971
Keats, E.J.	Goggles	Macmillan	1969
Keats, E.J.	A Letter to Amy	Harper	1968
Keats, E.J.	The Little Drummer Boy	Macmillan	1968
Keats, E.J.	My Dog is Lost	Crowell	1960

AUTHOR	TITLE	PUBLISHER	DATE
Keats, E.J.	The Snowy Day	Viking	1962
Keats, E.J.	Whistle for Willie	Viking	1964
Kellog, S.	Can I Keep Him?	Dial	1971
Kempner, Carol	Nicholas	Simon	
Kent, Jack	Mr. Elephant's Birthday Party	Houghton	
Kerr, Judith	The Tiger Who Came to Tea	Coward	1968
Kessler, Ethel	Big Red Bus	Doubleday	1957
Kessler, L.	Mr. Pine's Mixed Up Signs	Grosset	
Kessler, L.	Soup for the King	Grosset	1969
Kirn, A.	Nine in a Line	Norton	
Klein, Leonore	Runaway John	Random	
Klein	Silly Sam		
Klimowicz, Barbara	The Strawberry Thumb	Abingdon	
Knight, Clayton	Big Book of Real Helicopters	Hale	
Knight, Hilary	Where's Wallace	Harper	1964
Konkle, Janet	The Christmas Kitten	Childrens	
Konner, Alfred	The Clever Coot	Carolrhoda	
Krahn, Fernando	A Flying Saucer Full of Spaghetti	Dutton	1970
Krasilovsky, P.	The Cow Who Fell In the Canal	Doubleday	
Krasilovsky, P.	The Very Little Boy	Doubleday	1962
Kraus, Robert	How Spider Saved Christmas	Simon & S	1971
Kraus, Robert	Whose Mouse Are You?	Macmillan	1970
Krauss	The Growing Story	Harper	
Krauss, Ruth	The Bundle Book	Row, Peterson	
Krauss, Ruth	Bears	Harper	
Krauss, Ruth	The Carrot Seed	Harper	1945
Krauss, Ruth	The Happy Day	Harper	
Krauss, Ruth	A Very Special House	Harper	
Krauss & Johnson	Is This You?	Four Winds	
Kravetz, N.	Is There A Lion In the House?	Walck	
Kumin and Sexton	Eggs of Things	Hale	
Kumin and Sexton	More Eggs of Things	Hale	
Kurss, James	Three by Three	Macmillan	
Kuskin, Karla	Just Like Everyone Else	Harper	
Kuskin, Karla	Road and More	Harper	
Kuskin, Karla	Which Horse is William?	Harper	1953
Kepes, J.	Lady Bird, Quickly	Little	
La Fontaine	Hare and the Tortoise	Watts	1966
Landshoff, U.	Daisy and Doodle	Bradbury	1969
Langstaff, John	Frog Went A Courtin'	Harcourt	1955
Langstaff, John	On Christmas Day in the Morning	Harcourt	1959
Langstaff, John	Over in the Meadow	Harcourt	1957
Lapp, Eleanor J.	Hey, Elephant!	Steck	1970
Larrick, Nancy	Color ABC	Platt	1959
Leaf, Monro	The Boy Who Would Not Go to School		
Leaf, Monro	Noodle	Four Winds	1969
Lear, Edward	A Was Once an Apple Pie		
Lefevre, F.	The Cock, the Mouse and the Little Red Hen	Macrae Smith	1947
Lenski, Lois	Animals for Me	Walck	1941
Lenski, Lois	Cowboy Small	Walck	1949
Lenski, Lois	Davy's Day		
Lenski, Lois	Fireman Small		
Lenski, Lois	I Like Winter	Walck	1950
Lenski, Lois	Susie Mariar	Walck	
LeSieg, Theo	The Eye Book	Random	1968
LeSieg, Theo	I Can Write (By Me, Myself)	Random	
LeSieg, Theo	Ten Apples Up On Top	Random	1961

AUTHOR	TITLE	PUBLISHER	DATE
Lexau, J.	Me Day	Dial	1971
Leydenfrost, Robert	The Other Side of the Mountain	Macmillan	1968
Leydenfrost, R.	The Snake That Sneezes	Putnam	1970
Lindgren, Astrid	The Tomten	Coward	1964
Lionni, Leo	The Alphabet Tree	Pantheon	1968
Lionni, Leo	Alexander, the Wind-up Mouse	Pantheon	1969
Lionni, Leo	The Biggest House in the World	Pantheon	1968
Lionni, Leo	Inch By Inch	Hale	
Lionni, Leo	Swimmy	Pantheon	1963
Litchfield, Ada	The Good Night, Sleep Tight Book	Steck-Vaughn	1969
Littledale, H.	Alexander	Parents	1964
Lobel, Arnold	The Comic Adventures of Old Mother Hubbard and Her Dog	Bradbury	1968
Lobel, A.	A Zoo for Mister Muster	Harper	1962
Lopshire, Robert	Put Me in the Zoo	Random	1960
Lord, Beman	The Days of the Week	Walck	1968
Lovett, Lois	Little Lost Kitten	Random	
Lubell, Winifred	A Zoo for You: Some Indoor Pets and How to Keep Them	Parents	1970
McCloskey, R.	Lentil	Viking	1940
McCloskey, R.	Make Way for Ducklings	Viking	1941
McCloskey, R.	Time of Wonder	Viking	1957
Mace, K.	A Tail is a Tail	Abelard	1960
McFarland, Wilma	For a Child	Westminster	
McGinley, P.	All Around the Town	Lippincott	
McGinley, Phyllis	The B Book	Crowell	
McGovern, Ann	Black is Beautiful	Four Winds	1969
McGovern, Ann	Too Much Noise	Houghton	1967
McGovern, Ann	Zoo Where Are You?	Hale	
McLeod, Emilie	One Snail and Me	Little, Brown	1961
Marcher, M.	Monarch Butterfly	Hale	
Martin, Dick	The Apple Book	Golden	
Martin, Patricia	Eskimos: People of Alaska	Parents	
Massey, Jeanne	The Littlest Witch	Random	
Mattiesen, T.	ABC An Alphabet Book	Platt	1966
Mayer, M & M	Mine	Simon & S	1970
Mero, L.	A Christmas Alphabet	Augsburg	1958
Merriam, Eve	Epaminondas	Follett	1968
Merriam, Eve	A Gaggle of Geese	Random	
Merrill, Jean	Here I Come – Ready or Not!	Whitman	1970
Meyer-Rey, I.	The Silly Goose	Carolrhoda	
Miles, Betty	A Day of Summer	Random	
Miles, Betty	A House for Everyone	Random	
Miles, Miska	Nobody's Cat	Little	1969
Milgrom, Harry	ABC Science Experiments	Crowell	1970
Miller, Edna	Mousekin's Christmas Eve	Prentice	1965
Miller, Edna	Mousekin's Family	Prentice	1969
Miller, L.	Wheels	Hale	
Milne, A.A.	Christopher Robin Book of Verse	Dutton	1966
Minarik, Elsa	A Kiss for Little Bear	Harper	1968
Mr. Pid	Somebody Knows	Luce	
Mizmura, K.	If I Built a Village	Crowell	1971
Monsell, Helen	Paddy's Christmas	Random	
Montgomerie, N.	One, Two, Three	Abelard	
Montresor, Benj	House of Flowers, House of Stars	Random	
Moore, Clement C.	Night Before Christmas	Rand McNally	1961
Moore, Lillian	Little Raccoon and the Thing in the Pool	McGraw	
Moore, Lillian	My Big Golden Counting Book	Golden	

AUTHOR	TITLE	PUBLISHER	DATE
Moore, Lillian	My First Counting Book	Simon & S	1956
Moore, Lillian	A Pickle for a Nickel	Golden	
Mordillo, G.	The Damp and Daffy Doings of a Daring Pirate Ship	Watts	1971
Morse	All in a Suitcase	Little	
Morsel, Arlene	Tikki Tikki Tembo	Holt	1968
Mother Goose	Big Book of Mother Goose	Hale	
Mother Goose	Mother Goose	Hale	
Greenaway, Kate	Mother Goose		
Munari, Bruno	Bruno Munari's ABC	World	
Munari, Bruno	Bruno Munari's Zoo	World	1963
Munn, I.	Johnny and the Birds	Hale	
Myers	My Mother Is Lost		
Myers, Bernice	Not This Bear!	Four Winds	
Nelson, Steve	Here Comes Peter Cottontail	Random	
Newberry, Claire	The Kittens ABC	Harper	1965
Newberry, Clare	Widget	Harper	
Nic Leodhas, S.	Kellyburn Braes	Holt	1968
Nodset, Joan L.	Who Took the Farmer's Hat?	Harper	1963
Ormondroyd, E.	Theodore's Rival	Parnassus	1971
Palmer, W.	Living Science: Birds	Hale	
Parker, Bertha M.	The Wonders of the Seacon	Golden	
Parish, Peggy	Good Hunting, Little Indian	Scott	1962
Parrish, J.	Forest Babies	Hale	
Patrick, Gloria	This Is	Carolrhoda	
Paxton, Tom	Jennifer's Rabbit	Putnam	1970
Payne, Emmy	Katy, No-Pocket	Houghton	1944
Peet, Bill	Buford the Little Bighorn	Houghton	1967
Peet, Bill	Caboose Who Got Loose	Houghton	1971
Peet, Bill	Pinklish, Purplish, Bluish Egg	Houghton	1967
Perkins, Al	The Ear Book	Random	1968
Perkins, Al	Hand, Hand, Fingers, Thumb	Random	1969
Perkins, Al	The Eye Book	Random	
Perkins, Al	The Nose Book	Random	1970
Petersham, Maud	Box With Red Wheels	Macmillan	1949
Pfloog, Jan	Animals on the Farm	Golden	
Pfloog, Jan	The Cat Book	Golden	
Pfloog, Jan	The Dog Book	Golden	
Pfloog, Jan	Monkey Book	Golden	1969
Pfloog, Jan	The Squirrel Book	Golden	
Pfloog, Jan	The Tiger Book	Golden	
Pfloog, Jan	The Zoo Book	Golden	
Piatti, Celistino	Celistino Piatti's Animal ABC	Atheneum	1965
Piers, Helen	The Mouse Book	Watts	1968
Piper, Watty	The Little Engine That Could	Platt	1954
Politi, Leo	Little Leo	Chas. Scribner	
Pomerantz, C.	Ask the Windy Sea	Scott	1968
Potter, Beatrix	Appley Dapply's Nursery Rhymes	Warne	
Potter, Beatrix	Cecily Parsley's Nursery Rhymes	Warne	1922
Potter, Beatrix	Story of Miss Moppet	Warne	
Prelutsky, J.	Lazy Blackbird and Other Verses	Macmillan	
Preschool Press	The Sesame Street Book of Numbers	Time-Life	
Preschool Press	The Sesame Street Book of Letters	Time-Life	
Preston, E.	Pop Corn and Ma Goodness	Viking	1969
	Princess and the Pea	Hale	
	Illus. Anne Sellers Leaf		
Provenson, A.	The Provenson Book of Fairy Tales	Random	1971

AUTHOR	TITLE	PUBLISHER	DATE
Provenson, A & M	Who's In the Egg?	Golden	
Purdy, Susan	If You Have a Yellow Lion	Lippincott	
Rackham, Arthur	Mother Goose	Watts	
Rand, Ann	I Know a Lot of Things	Harcourt	1956
Reed, Betty Jane	A Horse, Of Course	Denison	1969
Reed, Betty Jane	Laugh With a Giraffe	Denison	1969
Reed, Philip	Mother Goose and Nursery Rhymes	Atheneum	1963
Reiss, M.	Thackeray Turtle	Steck-Vaughn	
Ressner, Phillip	The Park in the City	Dutton	
Rey, H.A.	Curious George	Houghton	1941
Rey, H.A.	Curious George Flies A Kite	Houghton	1958
Rey, H.A.	Curious George Gets a Medal	Houghton	1957
Rey, H.A.	Curious George Goes to the Hospital	Houghton	1966
Rey, H.A.	Curious George Learns the Alphabet	Houghton	1963
Rey, H.A.	Curious George Rides A Bike	Houghton	1952
Rey, H.A.	Curious George Takes A Job	Houghton	1947
Rey, H.A.	Pretzel	Houghton	
Rice, Elizabeth	Benje	Childrens	1969
Rice, Elizabeth	Henry and Benjamin	Steck	1970
Rice, Elizabeth	Jacki	Childrens	1969
Rice, Elizabeth	Yippy	Steck	1971
Richter, Mischa	Geddyup and Friend	Harper	1968
Robinson, Barry	On the Beat, Policemen at Work	Harcourt	
Robinson, C.	Life in a Pond	Golden	
Rockwell, Ann	Sally's Caterpillar	Parents	
Rojankovsky, F.	The Tall Book of Mother Goose	Harper	1942
Rudolph, M.	I Like a Whole One	McGraw	
Russell, Franklin	The Honey Bee	Knopf	1967
Russell, Solveig	If You Were a Cat	Childrens	1967
Salazar, V.	Squares Are Not Bad	Golden	1967
Sandburg, Carl	The Wedding Procession of the Rag Doll and the . . .	Harcourt	1967
Sargent, Robert	The Adventurous Moth	Simon & S	1968
Sauer, Peter	Seashore Towns	Hale	
Sauer, Peter	Seasons	Coward	1969
Scarry, Richard	The Bunny Book	Golden	
Scarry, Richard	The Early Bird	Random	1968
Schick, Eleanor	Andy	Macmillan	1971
Schick, Eleanor	Peggy's New Brother	Macmillan	1970
Schlein, Miriam	The Best Place	Whitman	
Schlein, Miriam	Fast is Not a Lady Bug	Scott	1953
Schlein, Miriam	Heavy Is a Hippopotamus	Scott	1954
Schlein, Miriam	Laurie's New Brother	Abelard	1961
Schlein, Miriam	Shapes	Scott	1952
Schneider, N.	While Susie Sleeps	Scott	
Schwartz, E & C	When Water Animals Are Babies	Holiday	1970
Seeger, Ruth	American Fold Songs for Christmas	Doubleday	
Seighobose, Francoise	The Things I Like	Scribner	
Selsam, M.E.	All Kinds of Babies	Four Winds	1969
Selsam, M.E.	The Carrot and Other Root Vegetables	Morrow	1971
Selsam, M.E.	Milkweed	Morrow	1970
Selsam, M.E.	Nature Detective	Hale	
Selsam, M.E.	Terry and the Caterpillars	Harper	1962
Selsam, M.E.	The Tomato and Other Fruit Vegetables	Morrow	1970
Sendak, Maurice	As I Went Over the Water		
Sendak, Maurice	Chicken Soup With Rice	Harper	
Sendak, Maurice	Hector Protector	Harper	1965

AUTHOR	TITLE	PUBLISHER	DATE
Sendak, Maurice	One Was Johnny	Harper	
Sendak, Maurice	Where the Wild Things Go	Harper	1963
Shackleford, N.	Bird Nests	Golden	1962
Sharoff, Victor	Garbage Can Cat	Westminster	1969
Sharp, Elizabeth	Simple Machines and How They Work	Random	1959
Shaw, Charles	It Looked Like Spilt Milk	Harper	1947
Sherrill, D.	The Story of a Little White Teddy Bear Who Didn't . . .	Holt	1961
Shulevitz, Uri	Rain Rain Rivers	Farrar, Straus	
Shuttleworth, D.	ABC of Buses	Doubleday	
Simon, Norma	See the First Star	Whitman	1968
Simon, Seymour	Wet and Dry	McGraw	1969
Skaar, Grace	What Do the Animals Say?	Young	
Skorpen, Liesel	All the Lassies	Dial	1970
Slepian, J.	The Hungry Thing	Follett	
Slobodkin, Louis	The Friendly Animals	Vanguard	1944
Slobodkina, Esphyr	Caps for Sale	Scott	1947
Smaridge, Norah	Scary Things	Abingdon	1969
Smith, Garry	Clickety Cricket	Steck	1969
Smith, Theresa	Bimbo, a Little Kinkajou	Steck	1970
Smith, Theresa	Wags	Steck	
Smith, William	Pup Tents and Pebbles		
Spier, Peter	Gobble, Growl, Grunt	Doubleday	1971
Steiner, Charlotte	Annie's ABC Kitten	Random	
Steiner, Charlotte	I Am Andy	Random	
Steiner, C.	My Bunny Feels Soft	Random	
Steiner, C.	My Slippers Are Red	Random	
Stevens, Carla	The Birth of Sunset's Kittens	Young Scott	1969
Stevens, C.	Catch a Cricket	Hale	
Stevens, C.	Rabbit and Skink and the Scary Rock	Scott	
Stevenson, Robert A.	A Child's Garden of Verses	Grosset	1957
Stone, Elberta	I'm Glad I'm Me	Putnam	1971
Suess	Cat in the Hat	Random	1957
Seuss	Cat in the Hat Comes Back	Random	1958
Seuss	The Cat in the Hat Songbook	Random	1967
Seuss	The Foot Book	Random	1968
Seuss	Horton Hatches the Egg	Random	1940
Seuss	How the Grinch Stole Christmas	Random	1957
Seuss	I Can Draw It Myself (By Me, Myself)	Random	
Seuss	Mr. Brown Can Moo, Can You?	Random	1970
Seuss	My Book About Me (By Me, Myself)	Random	
Sutton, F.	Big Book of Dogs	Hale	
Sutton, F.	Big Book of Wild Animals	Hale	
Sutton, F.	Book of Clowns	Hale	
Temko, Florence	Paperfolding to Begin With	Bobbs	1968
Tenggren, G.	The Tenggren Mother Goose	Little	
Thayer, Jane	Andy and Mr. Cunningham	Morrow	1969
Thayer, Jane	Andy Wouldn't Talk	Morrow	1958
Thompson, V.L.	Sad Day, Glad Day	Holiday	
Tolstoy, Alexei	The Great Big Enormous Turnip	Franklin-Watts	
Tresselt, Alvin	Hide and Seek Fog	Lothrop	1965
Tresselt, Alvin	White Snow, Bright Snow	Lothrop	1947
Tudor, Tasha	A Is For Annabelle	Walck	1954
Tudor, Tasha	The Mother Goose	Walck	
Tudor, Tasha	1 is One	Walck	
Udry, Janice	What Mary Jo Shared	Whitman	1966
Ungerer, Tomi	Crictor	Houghton	

AUTHOR	TITLE	PUBLISHER	DATE
Ungerer, Tomi	Emile	Harper	1960
Ungerer, Tomi	One, Two, Where's My Shoe?	Hale	
Untermeyer, L.	The Golden Book of Poems for the Very Young	Golden	1971
Varga, Judy	The Monster Behind Black Rock	Morrow	1971
Verite, Marcelle	Animal Babies In The Wild	Scroll	1970
Verite, Marcelle	Animal Stars of the Circus	Scroll	1970
Verite, Marcelle	Animals on the Farm	Scroll	1970
Victor, Joan B.	Bigger Than An Elephant	Crown	1969
Villarejo, Mary	Fuzzy, the Tiger	Random	
Villarejo, Mary	The Tiger Hunt	Random	
Waber, Bernard	The House On East 88th Street	Houghton	1962
Waber, Bernard	Just Like Abraham Lincoln	Houghton	1964
Waber, Bernard	Nobody is Perfick	Houghton	1971
Waber, Bernard	You Look Ridiculous	Houghton	1966
Wahl, Jan	Rickety Rackety Rooster	Simon & S	1970
Wahl, Jan	A Wolf Of My Own	Macmillan	1969
Waller, Leslie	Living Science: Animals	Hale	
Walters, M.	The City-Country ABC	Doubleday	
Waller, Leslie	Living Science: Gems and Rare Metals	Hale	
Warburg, Sandol	Curl Up Small	Houghton	
Warburg, Sandol	From Ambledee to Zumbledee	Houghton	
Ward, Lynd	The Biggest Bear	Houghton	1952
Warren, Betsy	Papacito and His Family	Steck	
Wasson, V.P.	The Chosen Baby	Lippincott	
Watson, C.	Father Fox's Penny Rhymes	Crowell	1971
Watson, Jane	Wonders of Nature	Golden	
Weil, Lisl	Alphabet of Puppy Care	Abelard	1969
Weil, Lisl	The Wiggler	Houghton	1971
Weir, L.	Little Pup	Steck	
Welber, Robert	The Winter Picnic	Pantheon	1970
Welch, Martha	Just Like Puppies	Coward	1969
Welch, Martha	Nibbit	Coward	1969
Welch, Martha	Pudding and Pie	Coward	1968
Whitcomb, Jon	Pom-Pom's Christmas		
Whitney, D.C.	Easy Book of Multiplication	Watts	1969
Wildsmith, Brian	Brian Wildsmith's ABC	Watts	1962
Wildsmith, Brian	Brian Wildsmith's Fishes	Watts	1968
Wildsmith, Brian	Brian Wildsmith's Mother Goose	Watts	1963
Wildsmith, Brian	Brian Wildsmith's 1, 2, 3	Watts	1965
Wildsmith, Brian	Brian Wildsmith's Wild Animals	Watts	1967
Wilkinson, Barry	Puss in Boots, by Charles Perrault	World	1969
Williams, Garth	Baby Animals	Golden	
Williams, Garth	Baby Farm Animals	Golden	1959
Williams, Garth	The Chicken Book	Delacorte	1970
Williams, Jenny	Uncle Bumble	McGraw	
Winter, G.L.	Riding Book	Hale	
Withers, Carl	Ready Or Not Here I Come	Hale	
Withers, Carl	A Rocket In My Pocket	Holt	1948
Wolff, Janet	Let's Imagine Sounds	Dutton	
Wondriska, William	The Sound of Things		
Woodside, J.	Boden's Beasts	Hale	
Wright, B.F.	The Real Mother Goose	Rand	
Wright, Dare	Edith and Mr. Bear	Random	1964
Wright, Dare	Look At A Colt	Random	1969
Wright, Dare	Take Me Home	Random	
Wright, Mildred	The Elegant Pelican	Steck	1968

AUTHOR	TITLE	PUBLISHER	DATE
Yashimo, Taro	Umbrella	Viking	1958
Yeoman, John	The Bear's Water Picnic	Macmillan	1971
Young, Miriam	If I Drove A Car	Lothrop	1971
Young, Miriam	Something Small	Putnam	1970
Zacharias, Thomas	But Where Is the Green Parrot?	Delacorte	1969
Zachs, I.	Space Alphabet	Prentice	
Zaffo, George	Big Book of Real Boats and Ships	Hale	
Zaffo, George	Big Book of Real Building and Wrecking Machines	Hale	
Zaffo, George	Big Book of Fire Engines	Grosset	1956
Zaffo, George	Big Book of Real Trucks	Hale	1964
Zakhoder, Boris	How A Piglet Crashed A Christmas Party	Lothrop	1971
Zakhoder, Boris	Rosachok	Lothrop	1970
Zemach, H.	A Penny A Book	Farrar	1971
Zim, Herbert	Rocks and Minerals	Simon & S	1957
Zimnik, Reiner	The Proud Circus Horse	Random	
Zion, Gene	Harry, the Dirty Dog	Harper	1956
Zion, Gene	No Roses for Harry	Harper	1958
Zion, Gene	The Plant Sitter	Harper	1959
Zolotow, C.	One Step, Two	Lothrop	
Zolotow, C.	Mr. Rabbit and the Lovely Present	Harper	1962
Zolotow, C.	A Tiger Called Thomas	Lothrop	1963
Zolotow, C.	When I Have a Little Girl		

SUGGESTED LIST OF EQUIPMENT AND MATERIALS FOR KINDERGARTEN

The following list of items suggests the minimum amount of equipment or materials necessary to provide for approximately 25 children. The list is not intended to be a guideline for all schools to follow. It is simply provided as a helpful reference.*

Room Furnishings:

- tables (20-24 inches high), small, seat up to 6 children, fit the children
- flannel board
- coat racks
- wastebaskets
- chairs (10-14 inches high), different sizes, preferably posture chairs
- extra tables for displays, science materials, etc.
- a rocking chair
- several adult chairs
- shelving and storage space accessible to children
- bulletin boards
- a clock
- carpeted area
- first aid kit or cabinet with supplies
- filing cabinet (for teacher)
- book display shelf
- 2 double easels (at least) with adjustable paint trays with holes
- paper cup dispenser with cups (if drinking fountain is not provided)
- record player (3 speed)
- tape recorder
- head sets

Building Blocks and Construction Equipment:

- set of hardwood unit type solid building blocks, straightcut, circular, and arched blocks
- set hardwood hollow blocks including:
  - 12 hollow blocks, unit
  - 18 hollow blocks, double unit
  - 6 hollow blocks, quadruple unit
- 6 boards, cleated
- 12 boards, plain
- 1 set of blocks which fasten together (must be able to accommodate children)
- 1 or 2 sets "stay-put" blocks, snap together
- 1 set of 4 wooden trucks, large enough for riding
- small cars and trucks (wood)
- people and animals (wood)
- train, large enough for riding
- work bench, tool cabinet or case, and tools—3 hammers, large headed nails, vise and clamps, cross cut saws, hand type drill, large nuts and bolts, and a storage box.

*Textbooks, library materials, reference materials, and nonbook materials are not included in this list.

Housekeeping Equipment:

- pots and pans
- dishes
- tea set
- table with chairs
- wooden stove
- wooden sink with dishwashing equipment
- dress-up clothes
- storage box
- doll buggy
- doll crib
- dolls with clothes
- iron and ironing board (wood)
- 2 telephones
- full length mirror (metal)
- broom and dust pan
- empty food cartons

P.E. Equipment:

- jump ropes
- large balls
- punching bag or equivalent
- wheel toys (tricycle, etc.)
- vari-play triangle set
- set of climbing equipment (for indoors)
- balance beam (a walking board)
- play area equipment (for outdoors), for example: jungle gym (or other climbing apparatus)
- swing set
- water or sand table with toys and tools
- teeter totter or equivalent

Science and Math Materials:

- aquarium
- pulleys (various sizes)
- compass
- magnets (2 bar and 2 horseshoe)
- thermometer
- scales
- magnifier (large)
- toy cash register
- tuning fork
- insect cages
- animal cages or holding pens
- abacus
- flannel cut-outs and flannel board
- prisms
- microscope
- calendars
- tape measure
- clock face

– dominoes
– rules
– containers (pint, quart, etc.)
– measuring spoons
– measuring cups

Music Materials:

– rhythm and other records
– record player with adapter for earphones
– earphones (4 sets)
– piano
– rhythm instruments (sticks, tambourines, drums, triangles, sand blocks, etc.)
– rattles, bells, shakers
– autoharp
– pitch pipe
– tape recorder with adapter for earphones
– truetone bars (at least 8 tones)

Readiness Materials:

– primary typewriter
– large pencils
– pictures
– 12 wooden puzzles with puzzle rack
– lotto games (table games)
– table toys
– wood beads and strings

Art Materials:

– large crayons
– large manila paper
– small round scissors (several left-handed)
– colored construction paper
– long-handled paint brushes
– tempera paint
– large newsprint
– finger paint
– finger paint paper
– clay (plasticene)
– paste with assortment of paper and scrap mate
– aprons
– butcher paper with cutting holder
– 2 pr. adult scissors (at least)
– sponges
– dough materials

EARLY CHILDHOOD EDUCATION FILMS
FOR
TEACHERS AND PARENTS

"Blocks – A Medium for Perceptual Learning" (17 min.)

This film focuses on the perceptual learnings inherent in block building—spatial relationships, sizes, shapes, balance, form, and design. Children are viewed in block play while a narrative comments, identifying various learnings taking place. Campus Film Prod. N.Y.

"Jenny Is A Good Thing" (18 min.)

A head start film which shows that the nutrition program plays a major role and is an integral part of daily activities. This is a film for training teachers—it illustrates the child teaching process to the community. Head Start.

"The Lively Art of Picture Books" (60 min.)

This film is a help to the teacher in choosing and presenting picture books. It may be useful for parents, also. Weston Woods Studio, Weston, Conn. 06880.

"Learning Through The Arts" (22 min.)

This film shows experiences with language arts, response to music and rhythm, and imaginative use of paint and clay. Discovery and expression through art is a natural part of living. Churchill Films, 662 N. Robertson Blvd., Los Angeles, California.

"Chance At The Beginning"

This film shows a Harlem preschool. Head Start.

"Organizing Free Play" (22 min.)

Children are shown in various free play activities. The teacher's role is described—participating and preparing for free play. Head Start.

"Early Expressionists"

This was filmed in a nursery school. It shows the movement of children in a variety of play activities transferred to children's painting, drawing and art expressions. University of Michigan, 416-4th St., Ann Arbor, Michigan 48103.

"Head Start To Confidence" (20 min.)

This film illustrates the various means a teacher may use in building the self-confidence of preschool children through controlled achievement, language and performance of useful tasks. A Spanish translation is available. Audience Guides sent on request. A Discussion Guide and Program Manual is available for discussion leaders, also. Head Start.

"Discipline and Self-Control" (25 min.)

This film discusses discipline in the classroom, focusing on particular problems of children. The teacher can establish control in a friendly climate and prevent disciplinary problems; discusses adequate supervision, and the dangers of over and under control, and how to help a child accept control. Head Start.

"They Can Do It"

Inside a transitional room where Lovey Glen makes it possible for all to learn. Educational Development Center, 55 Chapel St., Newton, Mass. 02160.

"What Does It Need To Grow?"

Three varied approaches to learning are presented. The film is in the setting of a preschool, conducted at the University of California Child Study Center in Berkeley, California. No answers are provided, but questions are raised which may lead to discussion of issues related to learning, teaching, and educational planning. University of California, Berkeley, California.

"Parents Are Teachers, Too"

Parents are the first teachers of children, and there is need for continuous cooperation. Head Start.

"Art Is Me"

Children are shown working with a variety of materials, in an integrated experimental nursery school. Children are painting, drawing, sewing, mixing play dough, manipulating clay, constructing wood sculptures. They are creating freely in a carefully planned setting. University of California, Extension Media Center, Berkeley, California.

"Little World" (20 min.)

This film shows how a child development center looks and operates, the necessary equipment, a typical day's program in action. Health and Welfare Materials Center, N.Y., N.Y. Also available through McGraw-Hill, 333 W. 42nd St., N.Y., N.Y., for $15.00 rental.

"The Infant School"

A British Infant School is illustrated. It shows an old building being utilized to accommodate a new program. The teacher's role in the program and learning center setting is shown. Education Development Center, 39 Chapel Street, Newton, Mass. 02160.

British Primary Education"

The film gives a glimpse of a British Infant School situated in good surroundings. Individual selection of interests and the independent pursuit of learning by children is shown. I.D.E.A., P.O. Box 446, Melbourne, Florida 32901.

"Talking Together"

The film illustrates individual parent's views on what their children's education means to them. It shows parents and teachers participating in an informal discussion. Head Start.

"Long Time To Grow II"

Activities and characteristics of four and five-year-olds are illustrated. Head Start.

"Four Children"

The lives and personalities of four children are shown, illustrating that they are alike in age, but different as people. This emphasizes the role of the teacher in providing for individual needs and differences as they occur with individual children. Head Start.

"Time Of Their Lives" (29 min.)

Daily activities in the kindergarten are shown. Available from Illinois Education Association, Springfield.

"Children's Emotions" (21 min.)

The roots of emotional problems are shown as they have their beginnings in early childhood and how adults can prevent them. Crawley Films.

"Guiding Behavior" (20 min.)

In this film, teachers deal with common developmental problems of 3, 4, and 5-year-olds. Churchill Films.

"A Chance For Change" (30 min.)

The film shows how a community built a child development center using their natural resources.

"Food As Children See It" (18 min.)

The nutritional needs of children are presented to adults in a manner that shows understanding of children and their problems. General Mills.

"Purple Turtle" (14 min.)

This illustrates children's use of various art media and the fostering of creativity. American Crayon Co.

"Setting The Stage For Learning" (22 min.)

Pictures, equipment, and simple "props" are arranged for many kinds of learning. Churchill Films.

"The Time Of Their Lives" (28½ min.)

Kindergarten is a place to grow and learn, a place filled with new knowledge and skills, with wonder and excitement. For a 5-year-old, every minute opens a new door. "The Time Of Their Lives" captures the magic of one morning in the lives of 24 children as they gain from kindergarten some of the hundreds of experiences which will affect them throughout their school years. 16mm, black and white, 60f.

"Primary Education In England" (12 min.)

An I.D.E.A. produced documentary on the provocative "family grouping" being used in the British infant school, this film has many implications for the future of early childhood education in the United States. It supports the concept of nongraded school by emphasizing the significance of nongraded education as an international innovation. 16mm, color, 70f. AEA film list.

"Nursery School and Kindergarten"

Based on a booklet of the same title from the series "What Research Says To The Teacher." 12 Minutes, color, record, 70fs, AEA film list.

"Two Knots On A Counting Rope" (9 min.)

This is a film about Navajo life. Prodn-Bosust, 1968. BFA Distributor.

AEA films are available from:
Research Information Service
Arizona Education Association
2102 West Indian School Road
Phoenix, Arizona 85015
Phone: 264-9261

Head Start Films are available from:
Modern Talking Films
Mr. Harry Sanford
1145 N. McCadden Place
Los Angeles, California 90038
Phone: (213) 469-8282

SUGGESTED NONBOOK MATERIALS FOR KINDERGARTEN

Media Key:
FS – Filmstrip
FSS – Sound Filmstrip
RD – Recording
PIC – Picture
GA – Game
KIT – Kit
TRA – Transparency

Subject Area Key:
LA – Language Arts
MUS – Music
SS – Social Studies
MA – Math
SCI – Science
ART – Art
HS – Health and Safety
H – Health

Title	Date	Media	Subject Area	Producer
ABC	1965	FSS	LA	Weston Woods Stud.
Abiyoyo		RD	MUS	Folkways Records
African ABC	1969	FS	SS	Troll Associates
American Encyclopedia of Learning Through Music		RD	LA,MA,SCI	Miller-Brody Prod.
Animal Homes	1969	PIC	SCI	Child's World
Animal World	1971	PIC	SCI	Child's World
Animals That Help Us	1969	PIC	SCI	Child's World
A Picture for Harold's Room	1971	FSS	LA	Weston Woods
Alfie Finds the Other Side of the World	1970	FSS	SS,SCI	Weston Woods
Balloons and Bubbles	1969	FS	SCI	Troll Associates
Beatrix Potter Liftout Jigsaw Puzzle		GA	LA	Warne
Birdland Wall Frieze		PIC	SCI	J. Burningham
Blast Furnace	1969	FS	SS,SCI	Troll Associates
Blowing Sands, Deserts of America	1969	FS	SCI	Troll Associates
Blueberries for Sal	1965	FSS	LA	Weston Woods
Brian Wildsmith Portfolio		PIC	LA	F. Watts
Brian Wildsmith's Months	1971	PIC	SCI	F. Watts
Brian Wildsmith's Posters		PIC	LA	F. Watts
Bruno Munari's Zoo	1968	FSS	LA	Weston Woods
Busy Wind, Our Invisible Friend	1969	FS	SCI	Troll Associates
Child and His World (The)		RD	LA,SS	Soc. for Visual Educ.
Children Around the World	1964	PIC	SS	Soc. for Visual Educ.
Children of America	1969	PIC	SS	Child's World
Child's World Gallery of Animals		PIC	SCI	Bro-Dart
Circus Baby	1965	FSS	SS	Weston Woods
City Workers	1969	PIC	SS	F. Watts
Classic Fairy Tales		FSS	LA	Spoken Arts
Curious George	1971	FSS	LA	Teaching Resources Films
Curious George Rides a Bike	1965	FSS	LA	Weston Woods
Counting Games and Rhythms for the Little Ones		RD	MA	Folkways Records
Do You Know?	1969	FSS	SS	Urban Media Materials
Downtown Story	1959	RD	SS	Folkways Records
Ecology–The People Are Scratching		RD	SCI	Kimbo Educ. Records
Ecology: The Pollution Problem	1972	PIC	SCI	David C. Cook

Title	Date	Media	Subject Area	Producer
Families: Concepts and Values	1970	PIC	SS	Fideler
Flash, Crash and Glow	1969	FS	SCI	Troll Associates
Folk Dancing for Kindergarten and Early Primary Grades		RD	MUS	Hoctor Dance Records
Follow the Rainbow and Catch the Colors	1969	FS	SCI,ART	Troll Associates
Four Seasons in the City	1969	FS	SS	Hudson Photo Ind.
Frog Went A-Courtin'	1965	FSS	LA	Weston Woods
Fruits and Vegetables	1968	PIC	SCI	Scholastic Mag.
Functional Phonics	1969	FSS	LA	Eye-Gate House
Getting to Know Me	1969	FSS	SS	Soc. for Visual Educ.
Gilberto and the Wind	1969	FSS	SS,SCI	Weston Woods Studios
Guess Whose	1969	GA	LA	Child's World
Happy Day, and Where Does the Butterfly Go When It Rains	1962	FSS	LA,SCI	Weston Woods Studios
Harvest From the Sea	1969	FS	SS	Troll Associates
Hello, New Year	1969	FS	LA,SS	Troll Associates
Hey Diddle Diddle, Baby Bunting and The Milkmaid	1968	FSS	LA	Weston Woods Studios
Hole is to Dig	1968	FSS	LA	Weston Woods Studios
Hook and Ladder	1969	FS	SS	Troll Associates
Great Wolf and the Good Woodsman	1967	FS	SS,SCI	Parents' Mag. Press
Hornbook Posters	1971	PIC	LA	Hornbook Magazine
Hot and Cold, Early Science	1969	FS	SCI	Troll Associates
How Big is a Foot, How Fat is a Cat	1969	FS	Math	Troll Associates
Happy Birthday to You	1970	RD	LA	Caedman
How to Read a Newspaper	1969	FS	LA	Troll Associates
I Beg Your Pardon	1969	FS	LA	Troll Associates
If You Were Born in Alaska	1968	FS	SS	Coward-McCann
If You Were Born in Canada	1969	FS	SS	Troll Associates
If You Were Born in France	1969	FS	SS	Troll Associates
If You Were Born in Hawaii	1969	FS	SS	Troll Associates
If You Were Born in Holland	1969	FS	SS	Troll Associates
If You Were Born in Italy	1969	FS	SS	Troll Associates
If You Were Born in Nigeria	1969	FS	SS	Troll Associates
If You Were Born in Peru	1969	FS	SS	Troll Associates
If You Were Born in Switzerland	1969	FS	SS	Troll Associates
If You Were Born in Puerto Rico	1969	FS	SS	Troll Associates
I Read Signs	1964	FSS	SS,LA	Weston Woods Studios
It Looked Like Spilt Milk; and Sleepy Book	1958	FSS	LA,SCI	Weston Woods Studios
Joey's Cat	1970	FSS	SS,SCI	Viking Press
Josie and the Snow	1968	FSS	SS,SCI	Weston Woods Studios
Kittens A B C	1965	PIC	LA	Harper and Row
Learning About Continents and Oceans	1967	FS	SS	EBE
Learning How to Find Direction	1967	FS	SS	EBE
Learning About Ears	1969	FSS	H	EBE
Learning About Eyes	1969	FSS	H	EBE
Learning About East and West	1967	FSS	SS	EBE

Title	Date	Media	Subject Area	Producer
Learning About Food	1967	FSS	H	EBE
Learning About Germs	1969	FSS	H	EBE
Learning About Growth and Exercise	1969	FSS	H	EBE
Learning About Neatness	1969	FS	H	EBE
Learning About North and South	1969	FS	SS	EBE
Learning About Rotation	1969	FS	SS	EBE
Learning About Skin	1969	FSS	H	EBE
Learning About Sleep and Rest	1969	FSS	H	EBE
Learning About Teeth	1969	FSS	H	EBE
Learning How to Use the Sun to Find Direction	1969	FS	SS	EBE
Learning As We Play		RD	MUS	Folkways
Let's Be Enemies	1970	FSS	SS	Weston Woods
Let's Explore the Moon	1970	FS	SCI	Troll Associates
Let's Take a Walk		PIC	SCI	Child's World
Life Cycle of a Robin; a Frog; a Monarch Butterfly	1969	PIC	SCI	Child's World
Lion and the Rat	1969	FSS	LA	Weston Woods
Lullabies of the World	1963	RD	MUS	Folkways Records
Magnets Push and Pull	1969	FS	SCI	Troll Associates
Make Way for Ducklings	1965	FSS	LA	Weston Woods
Many Moods of Mother Goose	1971	PIC	LA	Child's World
Mathematics for Children	1970	FS	MA	Hudson Photo Ind.
Men in Blue, Policemen in Action	1969	FS	SS	Troll Associates
Memorial Day	1969	FS	SS	Troll Associates
Millions of Cats	1968	FSS	LA	Weston Woods
Moods and Emotions	1969	PIC	SS,H	Child's World
More Learning as We Play		RD	MUS	Folkways
Mother Goose-House That Jack Built	1968	FSS	LA	Weston Woods
Mother Goose Portfolio		PIC	LA	Grosset & Dunlap
Mother Goose Posters	1915	PIC	LA	Hubbard Press
Mousekin Finds a Friend	1969	FSS	LA	Educ. Enrich. Mat.
Mousekin's Family	1969	FSS	LA	Educ. Enrich. Mat.
Mousekin's Golden House	1969	FSS	LA	Educ. Enrich. Mat.
Mr. Rabbit and the Lovely Present; and, Charlotte and the White Horse	1962	FSS	LA	Weston Woods
Nonsense Rhymes from Mother Goose	1971	PIC	LA	Child's World
North Wind and the Sun; and, Brian Wildsmith's Birds	1970	FSS	LA,SCI	Weston Woods
Oil Wealth from the Ground	1969	FS	SCI	Troll Associates
Oldest in My Class, My Teacher	1969	FS	SS	Troll Associates
Our World of Light	1969	FS	SCI	Troll Associates
Our World of Sights and Sounds	1967	FSS	SS	Soc. for Visual Educ.
Over in the Meadow	1965	FSS	LA	Weston Woods
Owl and the Pussycat		FSS	LA	
Questions About Health	1969	FSS	H	EBE
People in the Neighborhood	1969	PIC	SS	Child's World

Title	Date	Media	Subject Area	Producer
People Who Come to My House	1969	PIC	SS	Child's World
Peter's Chair	1969	FSS	LA	Weston Woods
Pets	1969	PIC	SCI	Child's World
Pick and Match	1971	GA	LA	Media Graphics
Planets, Mysterious Worlds Around Us	1969	FS	SCI	Troll Associates
Plants that Provide Food	1969	PIC	SCI	Child's World
Playhour Game	1971	GA	LA	Pressman Toy Corp.
Popular and Folk Tunes for Dancing and Rhythmic Movement		RD	MUS	
Portfolio of Beatrix Potter		PIC	LA,SCI	Warne
Rain Drop Splash	1968	FSS	SCI	Weston Woods
Safety First	1969	FS	HS	Troll Associates
Sesame Street Book and Record	1970	KIT	LA	Children's TV Workshop
She Loves Blueberries	1970	FS	LA	Hudson Photo Ind.
Our Time Calendar	1969	FS	SCI	Troll Associates
Sights and Sounds	1967	FSS	SS,LA	McGraw-Hill
Silly Number Mystery	1969	FS	MA	Troll Associates
Size, Position and Order		TRA	MA	Educ. Directions
Sing a Song of Sixpence, and Queen of Hearts	1969	FSS	LA	Weston Woods
Snow on Mistletoe, Christmas Around the World	1969	FS	LA,SS	Troll Associates
Snowy Day	1965	FSS	SCI	Weston Woods
Robert and His Family	1967	FSS	SS	Soc. for Visual Educ.
Song and Playtime with Pete Seeger		RD	MUS	Folkways Records
Special Delivery, Story of Our Post Office	1969	FS	SS	Troll Associates
Spoken Arts Treasury of Fairy Tales		FSS	LA	Spoken Arts
Stars and More Stars	1969	FS	SCI	Troll Associates
Stories About Colors	1968	FSS	LA,ART	Coronet Films
Story About Ping	1965	FSS	LA,SS	Weston Woods
Story of Corn	1969	PIC	SCI	Child's World
Sun	1969	FS	SCI	Troll Associates
Tale of Benjamin Bunny	1968	FSS	LA	Weston Woods
Tale of Mr. Jeremy Fisher	1970	FSS	LA	Weston Woods
Tale of Peter Rabbit	1968	FSS	LA	Weston Woods
Tale of Tom Kitten	1968	FSS	LA	Weston Woods
Tale of Two Bad Mice	1968	FSS	LA	Weston Woods
Time for Autumn and Winter	1969	FS	SCI	Troll Associates
Time for Spring and Summer	1969	FS	SCI	Troll Associates
Tom Tichenor's Puppet Kit	1972	KIT	LA	Abingdon Press
Treasury of Nursery Rhymes		RD	LA	Spoken Arts
Three Visitors	1967	FS	SS,SCI	Audiovisual Interna.
Tree Grows Up	1969	FS	SCI	Troll Associates
Trip Through a School	1969	PIC	SS	F. Watts
Twenty All-Purpose Action Tunes		RD	MUS	Hoctor Dance Records
Umbrella	1969	FSS	LA	Weston Woods
Up, Down, and All Around	1969	FS	MA	Troll Associates

Title	Date	Media	Subject Area	Producer
Using Globes		FS	SS	McGraw-Hill
Venture Murals	1966	PIC	SCI	Braziller
Visit to the Library	1969	FS	LA	Troll Associates
Wake Up, Mr. Bear	1969	FS	SCI	Troll Associates
Wedding Procession of the Rag Doll and the Broom Handle		PIC		Folkways
What is a Governor?	1969	FS	SS	Troll Associates
What is a Mayor?	1969	FS	SS	Troll Associates
What is a President?	1969	FS	SS	Troll Associates
What's Big and What's Little	1969	FS	MA	Troll Associates
What's Missing Lotto	1970	GA	LA	Ed-U-Cards Corp.
What's Under the Farmer's Garden	1969	FS	SCI	Troll Associates
What's Under the Ocean	1969	FS	SCI	Troll Associates
Where the Wild Things Are	1968	FSS	LA	Weston Woods
Who Am I?	1970	FSS	LA	Scholastic Mag.

APPENDIX A

15-1011 DEFINITIONS*

1. *"Exceptional child"* means a gifted child or a handicapped child.

2. *"Gifted child"* means a child of lawful school age who due to superior intellect, advanced learning ability or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services or both to achieve at levels commensurate with his intellect and ability.

3. *"Handicapped child"* means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities. Handicapped child includes the following:

    a. *"Educable mentally handicapped"* means a child who because of his intellectual development, as determined by evaluation pursuant to 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

    b. *"Emotionally handicapped"* means a child who because of social or emotional problems, as determined by evaluation pursuant to 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

    c. *"Hearing handicapped"* means a child who has a hearing deviation from the normal, as determined pursuant to 15-1013, which impedes his education progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

    d. *"Homebound"* or *"hospitalized"* means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months.

    e. *"Multiple handicapped"* means a child who has serious learning and developmental problems resulting from multiple handicap or disability, as determined by evaluation pursuant to 15-1013, which impedes his educational progress in the regular classroom.

    f. *"Physically handicapped"* means a child who has a physical handicap or disability, as determined by evaluation pursuant to 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

*Given in Title 15 Education Code Amendments, 1973, Chapter 7.1 Article 1, Classification of Students for Tuition Purposes.

g. *"Specific learning disability"* means the condition of a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to 15-1013. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but excluding learning problems which are due primarily to visual, hearing or environmental disadvantage.

h. *"Speech handicapped"* means a child whose speech differs, as determined by evaluation pursuant to 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

i. *"Trainable mentally handicapped"* means a child who because of his intellectual development, as determined by evaluation pursuant to 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes, but who is capable of benefiting from the school experience.

j. *"Visually handicapped"* means a child who has a vision deviation from normal, as determined pursuant to 15-1013 which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

15-1015. POWERS OF THE GOVERNING BOARD OF A SCHOOL DISTRICT OR COUNTY

A. The governing board of each school district or the county school superintendent shall by the school year 1976-1977:

1. Provide special education and required supportive services for all handicapped, except emotionally handicapped, children.

2. Employ supportive special personnel, which may include a director of special education, for the operation of special school programs for exceptional children.

3. To the extent practicable, educate handicapped children in the regular education classes. Special classes, separate schooling or other removal of handicapped children from the regular educational environment, shall occur only if, and to the extent that the nature or severity of the handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.

D. The governing body of each common or high school district, county or agencies involved in intergovernmental agreements may:

3. Establish special education programs for gifted and emotionally handicapped children.

RULE 247 (1) POLICY RE SPECIFIC REQUIREMENTS FOR EACH TYPE OF CERTIFICATE ISSUED

The State Board of Education, in order to provide Arizona teachers and administrators who are well trained academically and competent to teach, establishes specific academic and professional preparation requirements for each type of certificate and permit issued.

i. Basic Certificates*

A. Basic Teaching Certificate – elementary and secondary

Degree – A bachelor's from a national or regionally accredited institution.

General Education Requirements (Liberal Arts)

Forty-five (45) semester-hours credit with preparation in each/all of the following fields:

English	2 courses
Arizona and U.S. Constitution**	1 course
U.S. History	1 course
Social and Behavioral Sciences General Psychology	2 courses
Humanities and Arts	2 courses
Science	1 course
Mathematics	1 course

Academic Subject Field Requirements

Elementary Certificate

One 30 semester hour major (Education), or

One 18 semester hour subject field and an additional 12 semester hour subject field.

Secondary Certificate

One 30 semester hour major in a subject taught in Arizona High Schools. Other majors may be added as per Board requirements.

Professional Preparation Requirements

Elementary Certificate

*Basic Certificates may be issued on a "provisional," one-year, non-renewable basis for those who have certain "allowable" deficiencies by the State Board.

**May be accomplished by satisfactorily passing an examination on the provisions and principles of the Constitution of the United States and Arizona.

Twenty-four semester hours distributed in each of the following areas:

1. Psychological and Philosophical Foundations

2. Curriculum and methods of teaching subjects to include:*

Reading	1 course
Decoding Skills	1 course
**Practicum (including decoding skills)	1 course
Language Arts	1 course
Arithmetic	1 course
Science	1 course

Student Teaching, or

Evidence of two years of successful teaching experience in any grade or grades K-8.

ii. Standard Certificates

A. Standard Teaching Certificate – elementary and secondary

The Standard Teaching Certificate may be issued to individuals who have:

1. Fulfilled all the requirements for the Basic Teaching Certificate;

2. Received a Master's Degree, OR have completed a 30 semester hour approved program beyond the Bachelor's Degree from a nationally or regionally accredited institution. (This program shall be a Board approved university program or the equivalent as approved by the Director of Certification.)

*Or equivalent block courses developing these skills.

**A course providing supervised observation and participation in the diagnosis and teaching of the decoding and comprehension skills of reading. This practice must involve working with individual or small groups of children.

APPENDIX B

ATTENDANCE RECORD	1	2	3	4
Days Present				
Days Absent				
Days Tardy				

HEALTH

Height

Weight

TEACHER COMMENTS

PARENT COMMENTS AND SIGNATURE

06 90

Assignment for 19__–19__

KINDERGARTEN

PROGRESS REPORT

ALHAMBRA SCHOOL DISTRICT NO. 68
PHOENIX, ARIZONA

Wendell Wozencraft, Superintendent

Child _____ Session

Teacher _____ A.M. ___ P.M. ___

School _____

Principal _____ 19___ 19___

PROGRESS REPORT

\+ Doing well
Is making progress
No mark indicates skill not yet introduced

QUARTERS 1 2 3 4

READING SKILLS

I. PERCEPTUAL READING SKILLS
- A. Oral Expression Skills
  1. Knows name, address, telephone number.
  2. Repeats sentences.
  3. Answers with complete sentences.
  4. Dictates sentences for language experience stories.
- B. Visual Skills
  1. Notices likeness and differences in:
     - a. Names
     - b. Objects
     - c. Letters and numerals
     - d. Colors and color words
     - e. Shapes, designs and symbols
- C. Auditory Skills
  1. Identifies rhyming words orally.
  2. Identifies rhyming words from pictures.
  3. Identifies initial consonants:
     - a. In pictures
     - b. From objects
     - c. From words given orally
- D. Motor Skills
  1. Understands left to right sequence.
  2. Understands in, out; above, over, under; in front, behind; top, middle, bottom; on, off; between, beside; up, down; first, last.
  3. Handles pencils, crayons, paints, scissors correctly.
  4. Forms letters in manuscript printing as introduced.
  5. Puts puzzles together.
  6. Reproduces designs with pencil and/or pegs and blocks.
  7. Can complete missing parts of symbols, pictures, designs.
  8. Can walk a balance beam.
  9. Can hop, skip, jump.
  10. Can zip, button, buckle, tie.

II. WORD ANALYSIS SKILLS
- A. Phonetic Analysis Skills
  1. Matches initial consonants to pictures
  2. Recognizes initial consonants in words given orally.
  3. Recognizes some long and short vowel sounds.
  4. Identifies letters of alphabet out of alphabetical order.

III. VOCABULARY BUILDING SKILLS
- A. Recognizes some sight vocabulary.
- B. States action word which pictures portray.
- C. Classifies picture words.

IV. COMPREHENSION SKILLS
- A. Organizes pictures to show sequence.
- B. Tells main idea:
  1. In stories
  2. In pictures
- C. Predicts outcomes in situations.
- D. Interprets emotions portrayed in pictures.
- E. Sees relationships between objects.
- F. Distinguishes between fact and fantasy.

MATH SKILLS

I. ORAL AND WRITTEN
- A. Counts from one to twenty.
- B. Recognizes numerals one to ten.
- C. Matches correct numeral from one to ten to matching set of objects.
- D. Matches objects one-to-one when given two sets, telling whether even or uneven in number contained.
- E. Recognizes circles, squares, rectangles, triangles and diamonds.
- F. Writes numerals from one to ten.

SOCIAL SKILLS

I. Attitudes
- A. Follows directions.
- B. Listens well.
- C. Enters into group activities and games.
- D. Shows consideration for others.
- E. Works independently.
- F. Takes care of materials.

SCOTTSDALE PUBLIC SCHOOLS
KINDERGARTEN CONFERENCE

Name _____ School _____ Date _____

PHYSICAL DEVELOPMENT — Comments
- Demonstrates coordination in large muscle activity
- Demonstrates coordination in small muscle activity

SOCIAL DEVELOPMENT
- Works and plays well with others
- Understands need for making and following school rules
- Participates in class activities
- Accepts responsibility
- Listens without interrupting
- Makes good use of free time

EMOTIONAL DEVELOPMENT
- Shows self-confidence
- Is at ease in a group situation
- Has adequate attention span
- Shows self-discipline

WORK HABITS
- Listens with a purpose
- Recalls with accuracy
- Follows directions
- Takes pride in work
- Cleans individual work area

MATHEMATICS
- Recognizes likenesses and differences in shapes
- Associates name with shapes: circle, triangle, rectangle, square
- Counts objects 1 – (goal 1-9)
- Recognizes numerals 0 – (goal 0-9)
- Writes numerals 0 –
- Counts by rote 1 –

LANGUAGE ARTS
- Enjoys listening to stories, books, poems
- Enjoys exploring books
- States complete name orally
- Speaks in sentences
- Shows vocabulary growth
- Has knowledge of address and telephone number
- Recognizes the 8 basic colors
- Rhymes words
- Uses left to right sequence
- Recognizes likenesses and differences in objects and pictures
- Recognizes printed name
- Identifies letter names of alphabet (upper and lower case)
- Associates sound of letter with name and symbol
- Writes alphabet letters (upper and lower case)
- Writes name
- Discriminates between similar words
- Recognizes short words
- Spells and writes short words
- Reads and comprehends short words and sentences

MUSIC
ART
SOCIAL STUDIES
SCIENCE

_____
Parent Signature

_____
Teacher Signature

KINDERGARTEN ASSESSMENT DATE _____

NAME _____ TEACHER _____

RELATIONSHIP TO OTHER CHILDREN	WORKS AND PLAYS WELL WITH OTHERS	ALWAYS	SOMETIMES	NEVE
LEADERSHIP	Good leader Accepted by others			
RESPONSIBILITY	Usually dependable Evades responsibility			
NEED FOR ATTENTION	Requires inordinate amount of attention Satisfied with reasonable amount of attention			
STABILITY	Well controlled Talking outbursts Temper outbursts			
AGGRESSIVENESS	Does not assert himself Moderately aggressive Overaggressive (fighting)			
SCHOOL PARTICIPATION	Participates actively in group projects Shy, withdrawn			
SELF-CONFIDENCE	Works with confidence, needs frequent encouragement Lacks confidence, needs constant encouragement			
WORK HABITS	Cares for and picks up materials Uses time to good advantage Completes work Follows directions Listens without interrupting			
PERSONAL ADJUSTMENT	Seems contented Seems unhappy			

Comments: _____

Parents signature: _____

KINDERGARTEN RATING SCALE

NAME _____ AGE _____

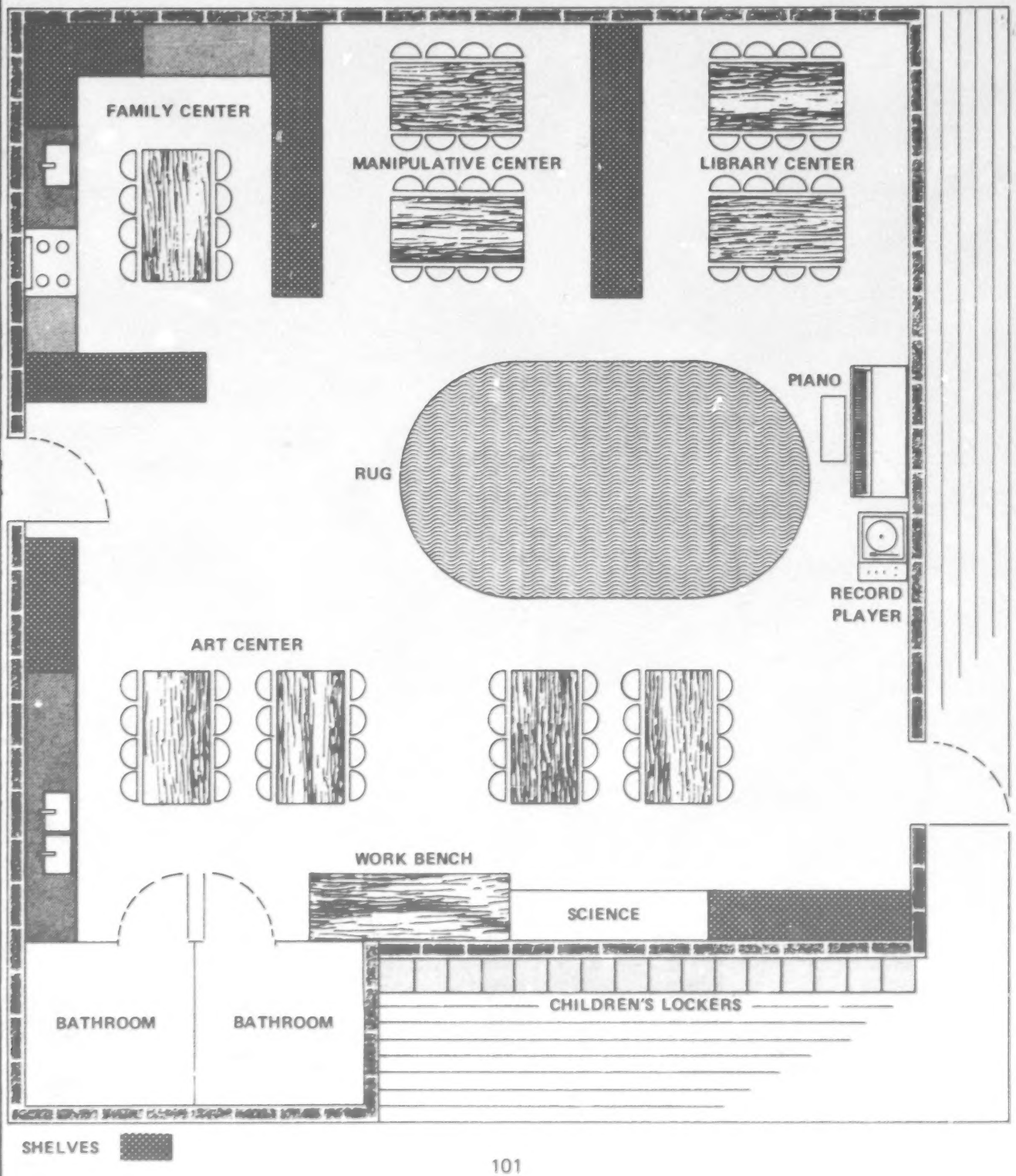
BIRTHDATE _____ PRESENT DATE _____

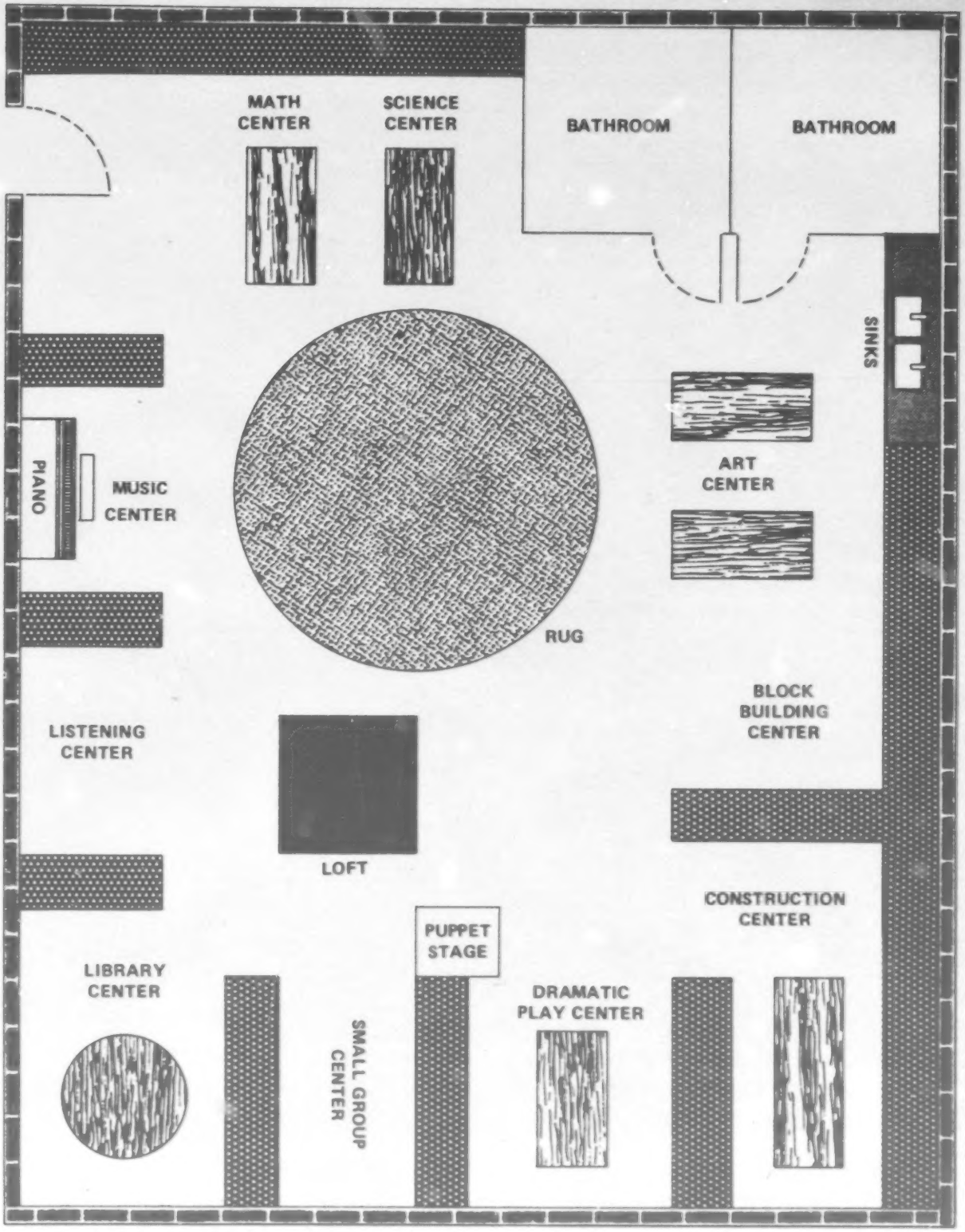
RANKINGS: Excellent = 5; Very good = 4; Average = 3; Poor = 2; Very Poor = 1.

Fall	Spring	
____	____	Self-help (dressing, tying, zippering, toilet care, eating, etc.)
____	____	Ability to listen, understand, and execute simple directions.
____	____	Initiative and independence (finds things to do for himself, works with little supervision).
____	____	Ability to get along with classmates, (both in the classroom and on the playground).
____	____	Responds appropriately to discipline (inappropriate responses would include crying, pouting, displaying anger, etc.)
____	____	Facility in verbal expression.
____	____	Ability to reproduce sounds (auditory discrimination, speech clarity).
____	____	Has an adequate concept of numbers:
____	____	Oral
____	____	Written and Oral
____	____	Memory (ability to recall past events as well as those that transpired recently).
____	____	Interest and skill in manipulating materials during free play (puzzles, games, blocks).
____	____	Degree of curiosity and inquisitiveness (asks about things he doesn't understand, investigates situation and materials on his own).
		Motor coordination:
____	____	Large muscle coordination
____	____	Walking
____	____	Running, etc.
____	____	Small muscle coordination
____	____	Writing
____	____	Cutting, coloring, etc.
____	____	Laterality (know right from left hand; foot; eye).
____	____	Amount of energy the child seems to have to expend.
_____		Total Score

Signed _____
Teacher

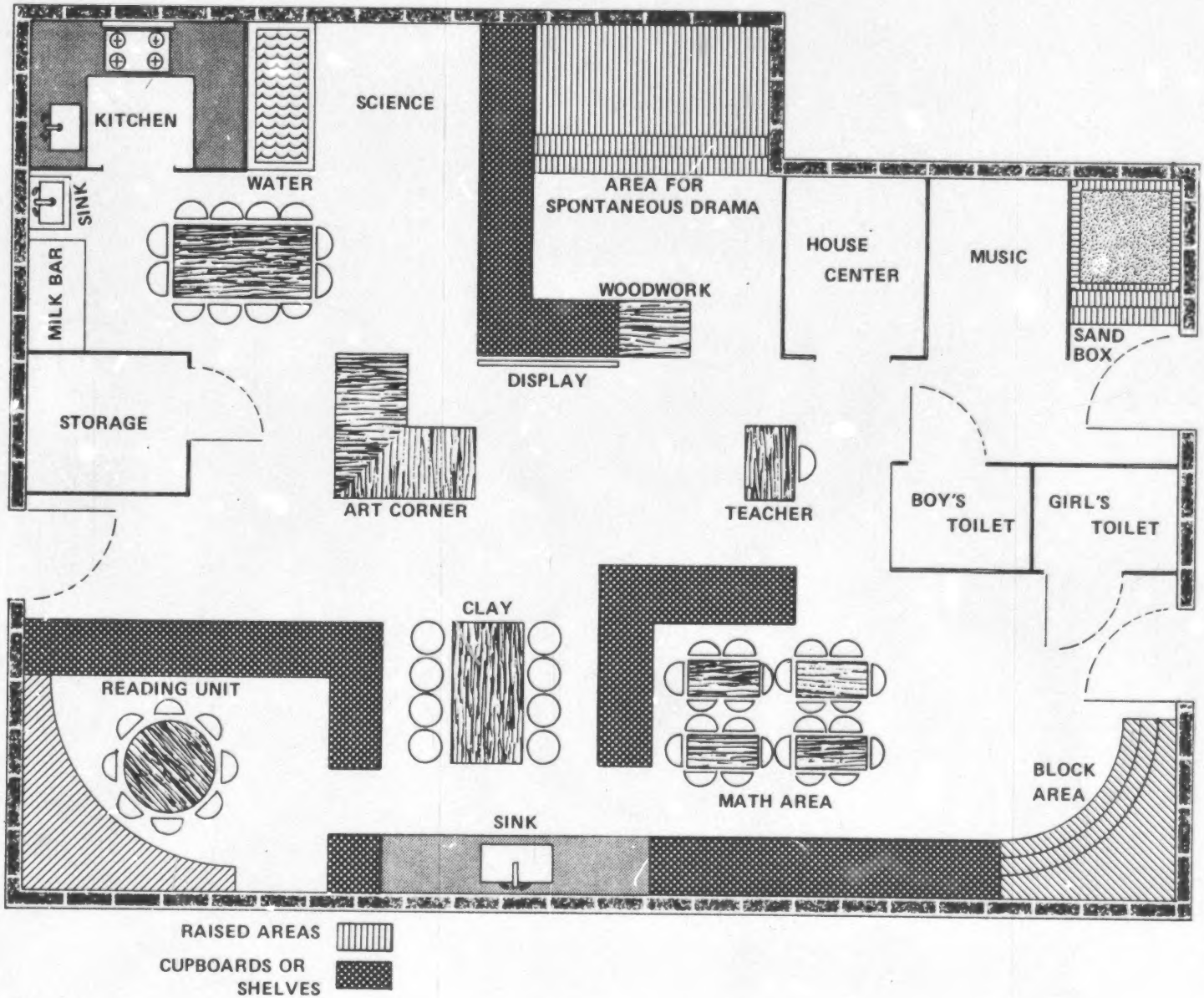
SAMPLE FLOOR PLANS

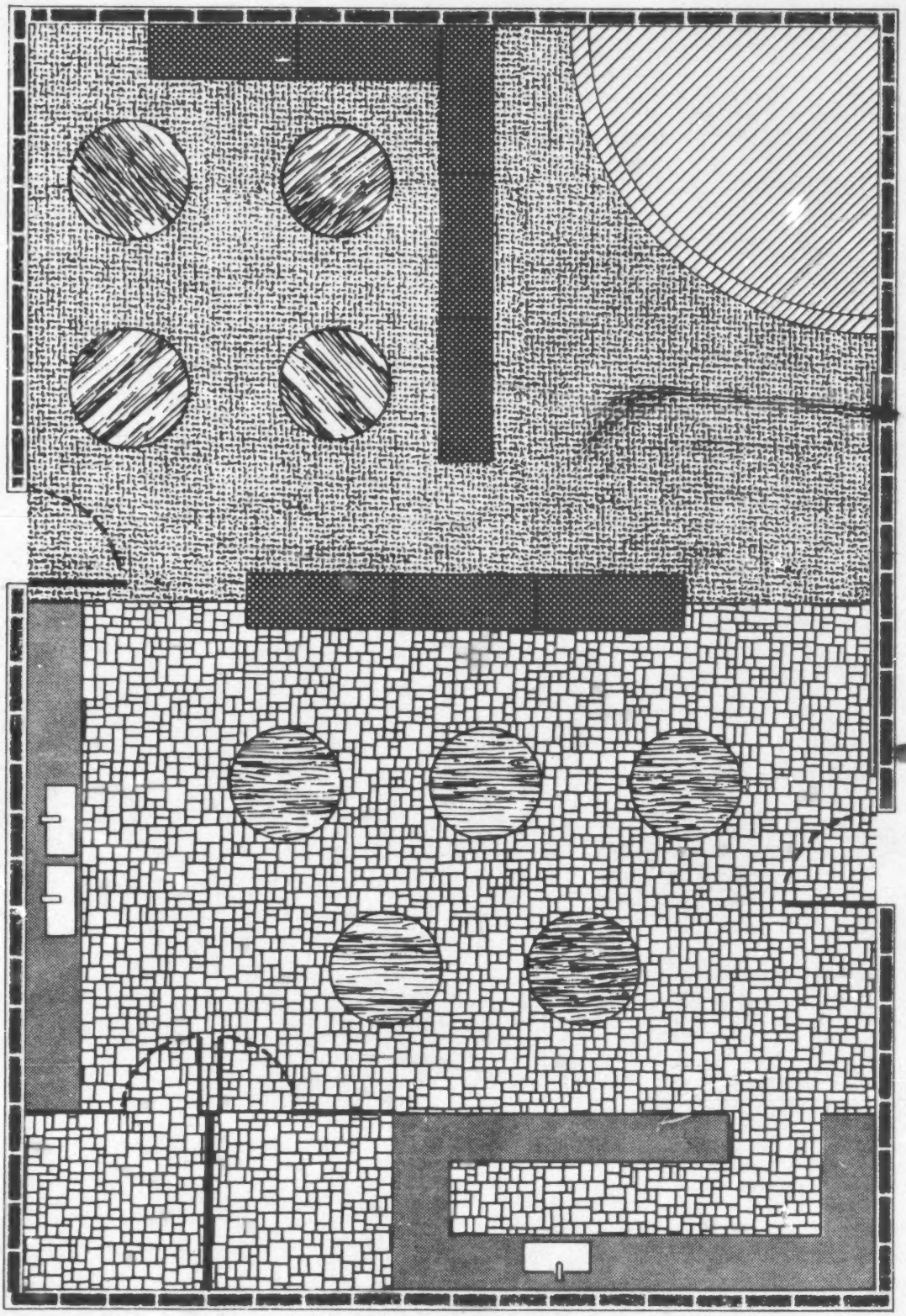



MATH CENTER
SCIENCE CENTER
BATHROOM
BATHROOM
SINKS
PIANO
MUSIC CENTER
ART CENTER
RUG
LISTENING CENTER
BLOCK BUILDING CENTER
LOFT
CONSTRUCTION CENTER
PUPPET STAGE
LIBRARY CENTER
SMALL GROUP CENTER
DRAMATIC PLAY CENTER
SHELVES

FLOOR PLAN

FLOOR PLAN


KITCHEN
SCIENCE
WATER
SINK
MILK BAR
AREA FOR
SPONTANEOUS DRAMA
HOUSE
CENTER
MUSIC
WOODWORK
SAND
BOX
DISPLAY
STORAGE
ART CORNER
TEACHER
BOY'S
TOILET
GIRL'S
TOILET
CLAY
READING UNIT
MATH AREA
BLOCK
AREA
SINK
RAISED AREAS
CUPBOARDS OR
SHELVES



ROOM ARRANGED ACCORDING TO NEEDS WITH MODULAR UNITS – SHELVES, TABLES, CHAIRS, ETC.

SAMPLE TIME BLOCK SCHEDULE I

INDOOR WORK TIME	1 hour and 15 min.
working in learning centers, individual or in small groups. Each child evaluates his work activity with the teacher.	
GROUP ACTIVITY TIME	1 hour
the total group participates in activities such as readiness experiences, group discussion, music, rest and snacks, field trips, stories, dramatic play and poetry.	
OUTDOOR AND INDOOR MOTOR ACTIVITY TIME	30-45 min.
free movement activities allowing for experimenting and exploring of the outdoor environment and equipment, games for small groups, and individual motor development.	

SAMPLE TIME BLOCK SCHEDULE II

GROUP TIME	15 min.
planning for activities, group discussion and experiences.	
INDOOR WORK TIME	1 hour
children working in learning centers with teacher guidance. Evaluation at the end of the time with each child.	
REST TIME	30 min.
time for individual or group rest or refreshment. Some may sleep, others may read a book, others may snack, etc.	
GROUP ACTIVITY TIME	45 min. or longer
the total group participates in experiences together, such as group discussion in a subject area, readiness activities, music, stories, poetry, dramatics, rhythms or other movement activities, field trips, poetry.	
OUTDOOR ACTIVITIES	30 min.
gross motor activity, individually or in small groups, through games or self-directed experiences.	

SAMPLE TIME BLOCK SCHEDULE III

LEARNING CENTER ACTIVITY TIME — 1 hour

working in learning centers selected by each child. In this block of time a wide variety of interests can be pursued under teacher guidance. Evaluation follows with each child.

REST TIME — 15 min.

this may be a group time or a less formal period. Children may rest, read stories or have a snack (milk, crackers, fruit, etc.).

OUTDOOR MOTOR ACTIVITY TIME — 30 min.

small group or individual play with activities of each child's own choosing.

GROUP ACTIVITY TIME — 45 min.

group subject area activities and discussion, readiness skills, music, games, stories, movement take place here. At the end is evaluation, with planning for the next day.

KINDERGARTEN TESTS

(Others, not listed here, may be of comparable value)

A B C Inventory to Determine Kindergarten and School Readiness. Norman Adair and George Blesch, Research Concepts, a Division of Test Makers, Inc., 1368 East Airport Road, Muskegan, Michigan 49444.

Basic Concepts Inventory. Siegfried Engelmann, Follett Publishing Company, Chicago. A criterion-referenced test for the Bereiter-Engelmann language program which can be used for other programs. Individually administered.

Boehm Test of Basic Concepts. Ann E. Boehm, The Psychological Corporation. A picture test designed to appraise the young child's mastery of concepts that are commonly found in preschool and primary grade instructional materials and that are essential to understanding oral communications from teachers and fellow pupils. Available in two forms. The directions for Form A are available in a Spanish translation.

Clymer-Barrett Prereading Battery. Ginn and Company. CBPB is a work sample test, its contents being drawn directly from skills pupils must master before they can read successfully. CBPB is designed for use just prior to the beginning of formal reading.

Developmental Test of Visual-Motor Integration. Keith E. Berry and Norma A. Buktenica, Follett Publishing Company, Chicago. Geometric forms are arranged in order of increasing difficulty. An individual's score is determined by the number of forms copied successfully prior to three consecutive failures.

Early Detection Inventory. F. E. McGahan and Carolyn McGahan, Follett Publishing Company, Chicago. Designed to evaluate a child's readiness for school tasks in these areas: social, emotional, physical, and intellectual development.

Evanston Early Identification Scale. Myril Landsman and Harry Dillard, Follett Publishing Company, Chicago. The aim of this test is to provide a simple screening device for identifying children who can be expected to have difficulty in school.

Gates-MacGinitie Readiness Skills Test. Teachers College Press, The Psychological Corporation or Bobbs-Merrill Company, Inc. The Readiness Skills Test is intended for use at the end of kindergarten or beginning of Grade One.

Gesell Developmental Examination. Harper and Row, Inc., 10 East 53rd Street, New York, New York 10022. A behavior test used at the Gesell Institute, individually administered.

Inventory of Developmental Tasks. Russell Howard, Georgetown Educational Reproductions, P.O. Box 143, Georgetown, California 95634. An observation guide.

Illinois Test of Psycholinguistic Processes. University of Illinois Press, Urbana, Illinois. Assesses twelve aspects of psycholinguistic functioning in children two to ten. Individually administered. Special training is required for its use.

Kindergarten Auditory Screening Test. Jack Katz, Follett Publishing Company, Chicago. A screening test to identify students with auditory perception difficulties. Indicates areas in which training is needed.

Lee-Clark Reading Readiness Test. California Test Bureau, Del Monte Research Park, Monterey, California 93940. Group test.

Metropolitan Readiness Tests. Harcourt, Brace, and World, New York, New York. Group test. Group tests that assess six aspects of readiness.

Peabody Picture Vocabulary Test. American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014. Yields a "verbal intelligence" score. Individually administered.

Perceptual Forms Test. Winter Haven Lions Research Foundation, P.O. Box 1045, Winter Haven, Florida. Test and home manual for perceptual development.

Pre-Reading Inventory of Skills Basic to Beginning Reading. Paul McKee, M. Lucille Harrison, James B. Stroud, Houghton Mifflin Company, Palo Alto, California. Group test.

Preschool Inventory. Betty Caldwell, Educational Testing Service, Princeton, New Jersey. Designed in relation to Head Start. Individually administered.

Stanford Readiness Test. Harcourt, Brace, and World, Inc., 757 Third Avenue, New York, New York. Group test.

Test of Basic Experiences (TOBE). Margaret H. Moss, Ed.D., CTB/McGraw-Hill. TOBE consists of five tests, four of which are related to the curricular areas of language, mathematics, social studies, science, and a fifth which measures general concepts. The General Concepts Test is composed of items drawn from the other four tests and other items developed solely for this test. Level K is recommended for Preschool and Kindergarten; Level L is recommended for Kindergarten and Grade One. A Spanish version is available.

GOAL–PROCEDURE–EVALUATION

The Arizona Center for Early Childhood
1515 East First
Tucson, Arizona

INTELLECTUAL GROWTH

GOAL	INSTRUCTIONAL PROCEDURES	PARENTS	EVALUATION
	Teacher Planning		**Observation**
The child becomes increasingly curious as he explores his ever-expanding environment – asks questions about class plans and activities – acquires information by asking questions, using picture file, other resource materials – shows interest in more and more activities – seeks more information about a situation.	Arranges classroom environment to stimulate curiosity – arranges many work and interest centers – introduces many supplementary materials Establishes an emotional climate in the classroom which encourages children's curiosity Utilizes children's interests and purposes in planning Uses children's individual interests to encourage group participation Plans experiences so that children will have many successes Plans many opportunities for individual and group discussion and uses a questioning technique to stimulate additional questions Utilizes school and community resources as extensions of classroom learning environment.	Shares information about child's interests Enriches classroom environment by providing information – sharing a pet – describing a task or occupation – making needed equipment for a specific project – helping supervise children on a trip – satisfying children's curiosity at home in a positive manner – explaining – showing – talking to	Does the child accept statements at face-value? Does the child seek more information about a situation? How does the child acquire more information? Are the child's interests expanding?

LANGUAGE DEVELOPMENT

GOAL	INSTRUCTIONAL PROCEDURES	TEACHING TEAM	EVALUATION
	Teacher Planning and Procedures	**School Secretary, Nurse, Custodian**	**Teacher Observation**
The child develops an awareness of the need for *communication* Talks about himself with teacher or assistant Uses words to ask for what he wants Uses oral communication more than physical communication Talks with other children more frequently	Plans many formal and informal opportunities for children to talk about themselves and their interests, and to expand their vocabulary by: – sharing time – creating stories, poem and songs – dramatic play – individual conversations with peers or adults – conversation at nutrition time – assist bilingual children to improve their use of English Discusses and develops needs for communication. Possible comments might be: – "Hitting hurts. You can use words to say you don't like it." – "Manuel, will you tell us how we got ready for a fire drill. What could happen if we didn't know what to do?" – "Mrs. Johns can't understand you when you cry. You will have to use words to tell me." Plans activities that have listening for a purpose and will emphasize need for communication: – "Terry, please bring us a block shaped like a triangle." – "Toni, go to the bookshelf and bring the green book back to the rug." – "Children, listen to this story and tell me which ending is best."	Reinforces need for communication by seeking specific information when children come to them on errands. **School Community Coordinator** Enhances a child's importance by seeking his help in bridging communication with the home. – "Theresa, please tell you mother I will come at 10:30 to take her and Jose to the doctor." **Parents** Listen to their child Encourages their child to talk with them individually Seeks child's help with communication to school or in the community	Does the child talk about himself? Is the child depending less on physical communication and more on oral communication? Is the child verbalizing his needs? Is the child making frequent contacts with other children?

LANGUAGE DEVELOPMENT

GOALS	INSTRUCTIONAL PLANNING	TEACHING TEAM	EVALUATION
	Teacher Planning	**Principal, Resource People**	**Observation**
The child begins to write own name and dictate simple stories	Plans opportunities for children to read calendar captions, titles, signs	Visits classroom, talks with children or reads story to them	Does the child show interest in writing?
Shows interest in writing letters	Demonstrates proper way to write names	Arranges for, accompanies on, or explains field trip	Is the child able to write his own name?
Writes own name	Provides samples of children's names and uses them daily		Is the child asking for captions and labels during play?
Reads captions for block play	Records children's ideas and stories on their art work		Does the child understand what the captions say?
Dictates stories about creative work	Encourages children to label their own work		Is the child dictating stories?
Participates in group dictation	Plans many enriching experiences to expand the children's environment and stimulate dictation – walking trips – field trips – resource people – books – audiovisual material – music or science experiences		Is the child participating in group dictation?
Develops relationships between speaking, writing, and reading	Plans ample time for children to dictate stories		Is the child motivated to compile his stories into a book?
	Plans many opportunities for children to dictate chart stories		Is the child developing an understanding between speaking, writing, and reading?
	Motivates children to make their own personal books or a class book		

TASTING AND COOKING EXPERIENCES

Kindergarten Handbook
Tucson Public Schools District 1, Tucson, Arizona, 1974

Cooking and tasting experiences are considered an integral part of most preschool and kindergarten programs. Many teachers recognize the value of including these experiences in their program for language development, as well as for health, nutrition, science, and mathematical understanding.

In programs which are scheduled for a full three hours, a daily nutrition break may be necessary. The health department recommends the importance of selecting and preparing foods which will provide a nutritionally sound snack.

Rather than serving cookies, try: saltines, cheese strips, small pieces of fruit, raw vegetables or dried fruits. The children enjoy helping prepare such items.

Foods which are new to some children should be introduced slowly and along with other familiar foods. It is important to include foods which are part of the cultural heritage of children from various ethnic groups.

Tasting and cooking experiences are not "catch as catch can" activities. They are carefully planned.

Tasting and cooking are an excellent means of implementing the following major learning goals for young children:

fostering the habit of labeling
developing concepts of quality and changes
developing awareness of cause and effect
developing spatial and time concepts
fostering recognition and discrimination
arousing curiosity
awakening sensory perception
facilitating problem-solving
fostering linguistic awareness
developing categorization skills
developing skills in language arts, mathematics, and science

TASTING AND COOKING provide a base for extension in learning and concept development. The following list includes suggestions for some of the kinds of activities which would reflect effective cooking and tasting:

- may be an outgrowth of some other experience. Ex.: Dairy products after a trip to a local dairy or a visit to the Dairy Department in the local supermarket.
- may initiate other experiences. Ex.: After tasting corn, child may plant corn kernels.
- may be used to close experimental gaps. Ex.: Children fail to recognize vegetables in the Lotto game.
- may be used to correct children's misconceptions. Ex.: When playing Hi-Ho Herry-O game, children label cherries as apples.
- is used to develop, extend, and elaborate children's language.
- may be used to develop science content and concepts. Ex.: Boiling, freezing, melting, baking, chemical and physical change, etc.
- may be used to develop and extend concepts in mathematics. Ex.: Measurement, time orientation, thermometers, estimating, computation, etc.
- may be used in the on-going language environment. Ex.: Producing pictures, class books, shape books, recipes, charts, and dictating stories, listening to related stories, and looking at related picture sets and books.

OBJECTIVES AND ACTIVITIES

Language Arts Curriculum for Kindergarten
Flagstaff School District, Flagstaff, Arizona

OBJECTIVES AND SUGGESTED ACTIVITIES IN THE TEACHING OF LISTENING

Objectives	Suggested Activities
1. The child will listen through to the end of the story.	1. Read stories or teli to children and discuss questions about each story including: Did it end right? Were you surprised by the ending? 2. Let the children choose a story that they think they can listen to clear through. 3. Tell two probable endings before the story is read then read the story. Let the children decide which ending was like the story.
2. The child will follow directions given orally by the teacher.	1. Give directions carefully. Start with just one or two. Do not make a habit of repeating. Check to see what children understand before they carry out the directions. Try to build a pride in understanding the first time. 2. Always give directions in a soft, low, audible voice. 3. Use fingerplays. 4. Give simple directions in drawing: "Draw an egg." "Draw a bell," etc.
3. The child listens critically.	1. Allow children to question information given in stories or by other children in sharing time. 2. Discuss topics about which there is a difference of opinion in science and social studies. 3. Guide discussion after you read a story to children. As an example: *The Three Bears* 1. Is it true or a fairy story and why? 2. Do animals talk? 3. Do animals walk on hind legs? 4. Do animals wear clothes? 5. Do animals live in wooden houses? 4. Listen for similarities and differences in songs. "Baa Baa Black Sheep," "Twinkle, Twinkle, Little Star," etc.

Objectives	Suggested Activities
	5. A story is read to the children then a different version is played from a tape or record. Likeness and differences are discussed. 6. Tell a tall tale. Have the children tell what parts could be real and what parts are imaginary.
4. The child will respond creatively to stories and nursery rhymes.	1. Read stories and nursery rhymes to children. Have children dramatize them by taking turns showing how they think the various characters acted and why. Examples of stories and rhymes to dramatize: a. Three Billy Goats Gruff b. The Three Bears c. The Little Red Hen d. Humpty Dumpty e. Jack and Jill 2. Use the flannel board to retell stories. 3. Children draw and cut their own characters. 4. Draw and color roller movies.
5. The child will visualize a story.	1. Have children close their eyes and listen while you read a short story to them. Have them describe what they saw as you read. Discuss the different ideas expressed. 2. Have children express in a picture (paint or crayons) their impressions of a story or a passage of a story. 3. Have children dramatize their impressions of a certain character in a story.
6. The child will respond creatively to music.	1. Allow children to listen to recorded music often. A record player, tape recorder or cassette or all three, with head phones placed in listening center in the room will allow individual listening as a free time activity. 2. Allow children to express what the music tells them to do as they dance creatively to the music. Bright head scarves or crepe paper streamers emphasize movements. 3. Fingerpaint to music. 4. Use the rhythm band as a means of encouraging creativity.

Objectives	Suggested Activities
7. The child will differentiate the sounds in the environment.	1. Have children listen to identify the many different sounds in the classroom, school building, playground, and parking lot. Talk about sound in the grocery store, parks, and walking or riding a bus to school. Talk about the sounds in their homes. Discuss which sounds are pleasant and which are not. 2. Have children be "sound detectives" and report to the class the sound they hear. (Use a ticking clock, a bell, and hit sticks together.)
8. The child will listen for recreation and enjoyment.	1. Have all sorts of tapes, cassettes, records, and sound filmstrips available at a listening center in the room. Read favorite stories the children have chosen. Read and recite stories, rhymes, and fingerplays that the children thoroughly enjoy. 2. Listen for pleasant sounds out-of-doors and tell why they are pleasant.

OBJECTIVES AND SUGGESTED ACTIVITIES IN THE TEACHING OF SPEAKING

Objectives	Suggested Activities
1. The child will use an adequate speaking vocabulary to communicate.	1. Natural situations in which children feel free to talk must be provided. Interest centers such as Housekeeping, Blocks, Clay and Painting, Science Table (including pets), free play on the playground will help a child to feel comfortable. 2. Sharing Time or "Show and Tell" can be unplanned. It can be planned by the teacher saying the day before, "You may bring or tell something from your vacation." "Everyone may bring something you made yourself." etc. With the teacher's encouragement this can be a valuable means for developing language.
2. The child will use coherent simple sentence structure.	1. The teacher or the child brings some object in a bag. The teacher starts the game by saying, "Some things are hard, soft, big, little, toys," etc. She says that some things you can eat, some you can squeeze. Children ask questions to determine content of the bag. Teacher answers in complete sentences and encourages children to form their questions in complete sentences. 2. Teacher has children complete unfinished sentences such as: My mother helps me to _____. When I get home from school, I like to _____. 3. Children play a game to tune and/or rhythm involving simple questions and answers. a. Who are you?...*I am John.* b. How are you today?...*I am happy.* c. Who am I?...*You are Beth.* d. Where is the sun?...*It is in the sky.* e. What is this?...*That is a ball.*
3. The child will take part in class discussion and conversation.	1. Planning the individual child's day, any special activity or work with which he will be occupied should be done by teacher and child, talking together. 2. Group planning for an experience, trip, etc. Teacher can write plans, procedures, observations, expectations, as children dictate if desired; or planning can be done orally only. Teacher should list new words and plan for their later use to reinforce concepts. 3. Children can help with room rules. Teacher should record on a chart.

Objectives	Suggested Activities
	4. Children can learn this rhyme: "When other people are talking Mind your manners well. When they are through talking Then say what you have to tell."
4. The child will orally communicate original ideas.	1. The teacher reads the following poem to the children: "In the morning I can play In the park across the way. I can run, I can shout I am glad when I go out." The teacher asks the children what it says their feet can do. Repeat the poem, encouraging the children to say it with her. She asks what place the child's feet took him in the poem. The child tells a story about where his feet can take him. 2. Children make up rhymes, poems, or stories. Teacher records on chart or chalkboard or makes books. 3. Children can supply own endings to unfamiliar stories.
5. The child will express himself in sequence.	1. Block building and other construction activities aid in oral language development by allowing children to plan "What we will do today." "What we did today." "What we need to do next." 2. When using visual aids, questions can be used that require careful observation of details to be recalled in sequence. 3. A chart can be made by the teacher of a child's recollection of sequence of an experiment. For example, a planting unit: 1. Prepared soil. 2. Planted seed. 3. Watered seed. 4. Place container in sunshine. 5. Watched seed. 6. Seed germinated. 7. Plant grew taller. 8. Leaves and buds appeared. 9. Blossom appeared. 4. Sequence board or puzzle.

Objectives	Suggested Activities
6. The child will take part in dramatization.	1. Children dramatize life situations in the playhouse. Body puppets, hats, and other items for "dressing up" are good props for the child's "made-up" situations and stories. 2. Children dramatize well-known stories or songs. Suitable ones are those which have interesting characters, brief speaking parts, repetitive phrases, and a sequence that is easy to follow. Some good ones are *The Three Bears, The Three Little Pigs, Three Billy Goats Gruff, Caps for Sale, One Fine Day.*
7. The child will describe objects or pictures.	1. The teacher can choose objects or pictures which can be related to a social studies or science unit, such as a picture of a rocket launching to introduce a unit on space. 2. Children can respond to a picture by telling how it makes them feel. For instance, a picture of a kitten, a family, flowers, trucks, ballgames.
8. The child will relate simple story plots, sing simple songs.	1. Children like to retell familiar stories. Use of hand or body puppets, simple masks to wear on top of the head, hats, etc., offer good props. 2. Children can complete parts of unfinished stories as teacher allows; they can say certain parts during stories. 3. Children can repeat familiar poems, individually or in unison. 4. A tape recorder is a good tool for any or all of the above activities.

TEACHER COMPETENCIES

What are the special competencies needed by teachers of young children?

Programs for the young child demand the very best that education has to offer. Ultimately the quality of early childhood programs depends on the quality of the relationship between the child and the persons interacting with him, primarily the teacher.

The Child Development Associate (CDA) Consortium*, a coalition of national organizations concerned with the development of young children, funded by the Office of Child Development, U.S. Department of Health, Education and Welfare, has attempted to define the competencies needed by those who work in early education. Six general skill areas have been defined by the Consortium:

1. Set up a safe and healthy learning environment for children.
2. Advance the children's physical and intellectual competencies.
3. Build the children's positive self-concepts and individual strengths.
4. Organize and sustain the positive functioning of children and adults in a group learning environment.
5. Bring about productive coordination of home and center child-rearing practices and expectations.
6. Carry out supplemental responsibilities related to the children's programs.

In addition to these competency areas, the Consortium has outlined the following characteristics essential for teachers of young children.

- to be sensitive to children's feelings and the qualities of young thinking
- to be ready to listen to children in order to understand their meanings
- to utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children
- to be able to protect orderliness without sacrificing spontaneity and childlike exuberance
- to be differently perceptive of individuality and make positive use of individual differences within the child group
- to be able to exercise control without being threatening
- to be emotionally responsive, taking pleasure in children's successes and being supportive for their troubles and failures
- to bring humor and imaginativeness into the group situation
- to feel committed to maximizing the child's and his family's strengths and potentials.

The Arizona Child Development Associate Competency Committee** has undertaken the task of determining measurable forms of behavior that may be used in assessing teacher competencies in the skill areas listed above.

*Child Development Associate Consortium, Inc., 7315 Wisconsin Avenue, 601-East, Washington, D.C. 20014

**Arizona Child Development Associate Competency Committee, Central Arizona College, Coolidge, Arizona 85228.

SUGGESTED UNITS

Kindergarten Handbook
Tempe Elementary School
Tempe, Arizona

September	Mother Goose Health Safety, Safety Walk School Community Helpers Mexican Independence Day (Sept. 16)
October	Halloween Experience Fire Prevention Library
November	Autumn, Autumn Walk Thanksgiving Experience Food
December	Winter Christmas Experience
January	Transportation Animal Units Circus Zoo Pets Teeth
February	Valentine Experience Patriotic Units Flag George Washington Abraham Lincoln Arizona Flag
March	Weather Cowboys St. Patrick's Day Space
April	Spring Unit, Spring Walk Easter Farm Garden Birds Grocery Store Insects
May	Mother's Day Summer Unit Hawaii Alaska Cinco de Mayo (May 5)
Good for any time:	Winnie the Pooh Indians Unbirthday (Summer birthdays) Children of Other Lands